

q HN 385.5  
(in box)

SS 450



OFFICE OF POPULATION CENSUSES AND SURVEYS  
SOCIAL SURVEY DIVISION

# Children and Road Safety: a Survey Amongst Mothers

by Judy Sadler

*An enquiry carried out for the  
Road Research Laboratory in 1969*

LONDON  
HER MAJESTY'S STATIONERY OFFICE  
£1.15 net

SOUTHAMPTON  
UNIVERSITY LIBRARY

BOOK NUMBER	72-521397
CLASS MARK	42 HN 385.5
	(in box)

SS450

OFFICE OF POPULATION CENSUSES AND SURVEYS

SOCIAL SURVEY DIVISION

# Children and Road Safety: a Survey Amongst Mothers

by Judy Sadler

*An enquiry carried out for the  
Road Research Laboratory in 1969*

LONDON

HER MAJESTY'S STATIONERY OFFICE  
1972

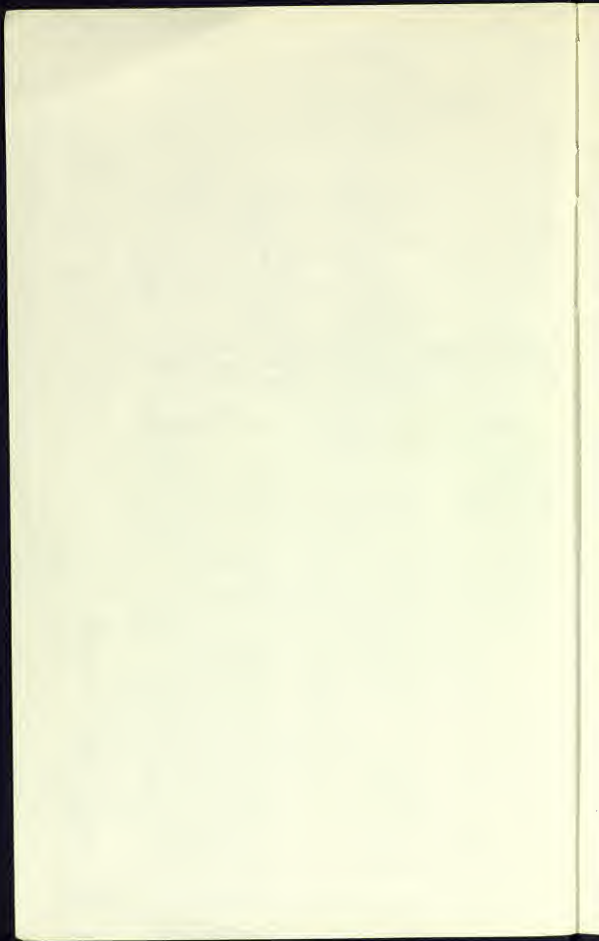
© Crown copyright 1972



SBN 11 700133 3

## CONTENTS

	<i>Page</i>
<b>SUMMARY OF RESULTS</b> .. .. .	1
Chapter 1. Background to the Survey .. .. .	3
Chapter 2. The places where children play and their mothers' worries about them .. .. .	11
Chapter 3. Bicycles & Tricycles. .. .. .	26
Chapter 4. Visits to sweet shops, errand-running and ice cream vans .. .. .	33
Chapter 5. Journeys to and from school .. .. .	47
Chapter 6. Instruction in Road Safety .. .. .	60
Chapter 7. Where do children sit in the family car; and what use is made of reins for children .. .. .	71
Chapter 8. Crossing roads. .. .. .	75
<b>APPENDIX: The Questionnaires.</b> .. .. .	83



## SUMMARY OF RESULTS

The factor which above all others affects the chances that a child will play in the street, go on errands and messages, ride a bicycle on the road, walk to school on his own etc. is his age. When he is just two years old he is unlikely to be allowed to do any of these things but by his ninth birthday he will be allowed to do most or all of them. That age is important in this context is not surprising, but perhaps more unexpected is the finding that other factors such as social class, position in the family, area in which the child lives and sex have little or no influence on the likelihood of a child being allowed on the road for whatever purpose.

The incidence of street-playing is higher amongst boys than girls, amongst town-dwellers rather than country children, amongst children who live in houses or flats without gardens than those who have a garden and amongst children whose homes are on estates rather than those whose homes are not. On the other hand neither social class of the child's father nor his income nor the mother's reported worries about the child seem to affect the likelihood of the child playing in the street.

Nothing, apart from the age of the child seems to influence his mother in her decision on whether or not to allow him to run errands or take messages for her or for anyone else. This may be because the relevant factor here is the precise situation of the child's home, shops etc. rather than any characteristics of the child or his family. Children whose fathers are in the highest social class and those who live in rural areas are less likely than other children to eat ice-cream bought from a mobile van, but of those children who do have this ice-cream there is no indication that those with particular characteristics are any more likely than others to go out to the van on their own.

If there are two or more children in a family they are most likely to be allowed to cross the road when they each attain the same age (at least according to their mothers, though in actual fact the position may be different). But where mothers said that one of their children did (or would be allowed to) cross at a younger age than the others, the first-crosser was most likely to be the later-born child (i.e. the younger of the two siblings).

The majority of children own a vehicle of some sort, such as a tricycle, bicycle or pedal-car. That these vehicles were used mainly as playthings rather than a means of transport is indicated by the fact that many children are not allowed to ride on the road-way at all. Only four children in the entire sample had cycled to school on the day prior to the interviews, though this low incidence may be because of school rules rather than their parents' reluctance to let them do so.

The most common method of getting to school for the under-nines is on foot and most children had a walk of less than 10 minutes duration. The proportion of children who walk is largely independent of age, probably reflecting the practice of combining the infant and junior departments of primary schools or at least siting the buildings next-door to each other. However, the older children in the sample were less likely than the younger ones to have the company of an adult or a child over 10 years old for the walk to school.

Mothers appear to accept that parents have the main responsibility for teaching children road safety (rather than the schools or the police) and most of them have already taught even the youngest children (those aged 2) something about crossing roads, with the complexity of the instructions given depending very much on the age of the child in question.



## CHAPTER 1

### BACKGROUND TO THE SURVEY

The problems of the road user are steadily becoming more complex and the road situation places a high premium on awareness and the ability to foresee danger. Almost all types of road accidents have increased in recent years and those involving child pedestrians are no exception. Accidents to children under the age of 15 now account for over 40% of pedestrian casualties. In 1959 a total of 26,716 children were killed or injured as pedestrians on the roads of England, Scotland and Wales; in 1969, 38,556 were killed or injured, an increase of 11,840 or 44% in ten years. During the same period the number of adults killed or injured as pedestrians rose by only 10% from 40,964 in 1959 to 44,990 in 1969. Figure 1 shows the differing accident patterns of children and adults together with percentage increases in the number of motor vehicles licensed and in the child population from 1959. The numbers of deaths of pedestrians, both child and adult, show trends very similar to those of all casualties.

Accidents to children and the particularly high rate of increase in their accident figures is giving rise to much concern and the Road Research Laboratory of the Department of the Environment is working with organisations such as the Royal Society for the Prevention of Accidents to find effective ways and means of reducing the terrible toll.

The age range 0 - 14 years is not homogenous for accident frequency. This is to be expected in a period of development which takes a child from being an immobile infant to an independent teenager, from an unsteady toddler to a semi-adult whose motor and nervous functions are fully developed. In figure 2 the proportions of children of each age who were killed or seriously injured as pedestrians in 1967 are shown. The most dangerous year for a child is between his sixth and seventh birthdays. After this year, the probability that he will be killed or seriously injured as a pedestrian decreases.

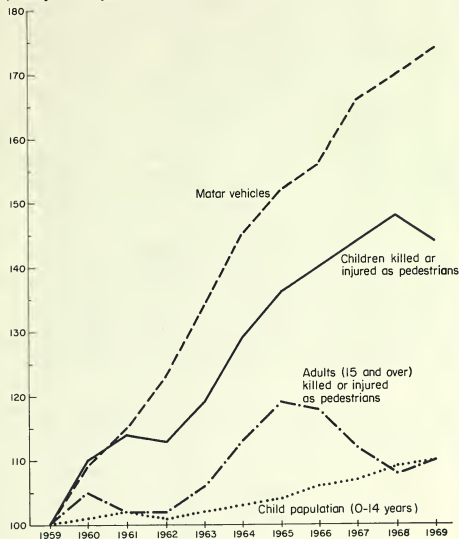
It was in this context that the present survey was commissioned in 1969 by the Road Research Laboratory. One paragraph of the terms of reference reads:

"Accidents to children are running at a very high level and appear to be increasing. With very young children the main responsibility for their road safety must be with the parents, and even at a later age the parents together with the schools carry a lot of this responsibility. If efforts to make parents cope better with road safety training are to be really worth-

while it is essential that parents' knowledge, attitudes and behaviour in relation to this topic should be correctly assessed. Without this, propaganda and educational efforts directed at parents are unlikely to achieve much". Although this paragraph refers to "parents", elsewhere it is stated that it is attitudes etc. of mothers which are of particular interest.

FIG. 1. NUMBER OF CHILDREN KILLED OR INJURED, COMPARED WITH OTHER STATISTICS - using 1959 figures as a base for comparison (England, Wales and Scotland)

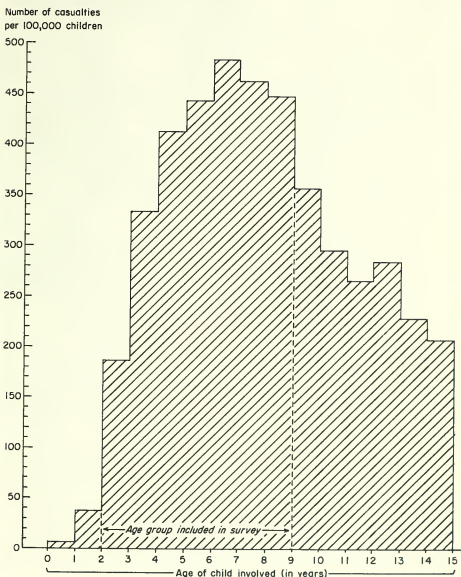
Figures expressed as percentage of 1959 figures



## DESIGN OF THE SURVEY

Having decided that the informants in the survey were to be mothers of young children, the next step was to define "young children". Under the age of 2 years, most children are only just able to walk and many of the questions which we wished to ask are inappropriate. Also, as can be seen from figure 2, there are very few accidents to child pedestrians under the age

FIG. 2. CHILDREN KILLED OR INJURED AS PEDESTRIANS IN 1969  
(England, Wales and Scotland)



of 2. It was therefore decided that the lower age limit should be the second birthday. The upper limit was taken as the ninth birthday. After the seventh birthday the accident rate begins its decline and by the ninth birthday it is beginning to level out. Thus by including children who had had their second birthday but not their ninth, the whole of the period in which a child is most at risk as a pedestrian was included.

The manner in which a sample of mothers of children aged 2-8 years was obtained is discussed in the next section "Sample design". Although a mother might have 2 or more children in the age group 2-8 years, for most of the interview she was questioned about one child only. There were 2 reasons for this, firstly that it was less confusing for the mother to concentrate on one particular child than on each of her children in turn and so the information which she gave could be more reliably related to the age and sex of a child, and secondly that to repeat questions and answers for 2 or more children would have been very tedious for both the interviewer and the informant and so might have prejudiced both the response rate and the quality of the answers. When it was not necessary to relate answers to a particular child, the questions were phrased in a more general way and the mother was able to answer in terms of the family as a whole. For one topic, the age at which children are first allowed to cross the road, we were particularly interested in intra-family differences, so the question was asked for each of the children in turn. In practice this proved very laborious and time-consuming.

Although the questions were related to only one child in each family we know how many children aged 2-8 years belonged to each family so, by using the procedure of weighting we can insure that the probabilities of inclusion of any child in the final sample are equalized.

#### SAMPLE DESIGN

We wanted to interview a sample of mothers of children aged 2-8 years but there is no list available which contains the names of all such persons in England, Wales and Scotland. If we had been interested only in children aged 5 years or more it would have been possible to contrive a sampling method which made use of school registers, but it would not have been possible to reach mothers of under-fives in this way. We therefore employed a standard method for obtaining a sample of people who cannot be sampled directly, that of selecting a sample of addresses so that each address has a uniform probability of selection and then interviewing all eligible people living at the address (in this case all mothers with children between the ages of 2 and 8 years, inclusive).

We selected at random 125 local authority areas from England, Wales and Scotland and within each area a sample of addresses, the average number per area being 80. The local authority areas were selected in such a way that people living in the various regions, in large and small authorities and in urban and rural areas appear in the sample in the same proportions as in the population. The total number of addresses in the initial sample was 10,000, and we were able to interview 2,017 women with at least one child who had had his second birthday but not his ninth.

One child was selected from the eligible children in the family by a simple procedure based on his birthday. The mother was asked for the birth dates of all her children aged 2-8 years and the child whose birthday came earliest in any month was selected. Thus, if one child was born on 14.3.64 and another on 6.12.65 the second child would have been selected. The data for this randomly selected child was re-weighted according to the number of eligible children in the family to give equal probabilities of inclusion in the sample to all children. Interviews were obtained with 2,017 mothers; of these 1,157 had one eligible child, 660 had 2 eligible children and 200 had 3 or more. Thus the 2,017 children about whom we obtained information represented an estimated 3,077 children aged between 2 and 8 years living in 2,017 families. In most of the tables in this report the percentages have been calculated on the weighted figures, therefore only weighted numbers can be obtained by multiplying the percentages by the given bases. To apply tests of significance to these figures would give misleading results as what appears to be information on over 3,000 children is really on only 2,000. As a rough approximation, where a weighted figure is X, the unweighted figure is  $\frac{2}{3} X$ , but this is only an approximation and should be used with caution in any tests of significance.

The set sample contained 10,000 addresses which had been selected at random from the electoral registers of the local authority areas selected at the first stage. The interviewing was carried out about a year after the electoral registers had been compiled and in the meantime some houses had been demolished. A few houses were empty, awaiting new occupants, and these 2 categories accounted for 280 addresses, or 2.8% of the sample. In addition the interviewer was unable to contact anyone at 1.35% of the addresses even though it appeared that they were occupied. At a further 0.15% of the addresses the interviewer was unable to find out how many households were living at the address.

Having ascertained the number of households living at the address the interviewer attempted to obtain information about each of these households, in particular whether or not there were any children in the household. In 0.18% of households the interviewer was unable to make contact with anyone who could

Table 1.1 Response Rates

	Number	Percentages
Address sample set	10,000	100.00
House empty or demolished	280	2.80
Number of households at address not known		
(1) Non-contacts	135	1.35
(2) Refusals	15	0.15
Number of households at address known	9,570	95.70
Number of households identified (from 9,570 addresses)	10,172	100.00
Composition of household not known		
(1) Non-contacts	18	0.18
(2) Refusals	3	0.03
Ineligible households (no children 2-8 years)	8,029	78.93
Eligible households (one or more children 2-8 years)	2,122	20.86
Number of mothers with children aged 2-8 years	2,125 <sup>1</sup>	100.00
Non-contacts	2	0.09
Refusals	106	5.00
Interview obtained re child 2-4 years	894	42.04
Interview obtained re child 5-8 years	1,123	52.87
	2,017	94.91

give this information and in 0.03% the person contacted refused to give this information.

Finally the interviewer attempted to interview all the mothers with children aged between 2-8 years in her sample of addresses. Interviewers were unable to contact 2 mothers (in these cases the household composition had been obtained from someone else) and 106 mothers refused to be interviewed, 5% of the mothers identified. Refusal rates vary from one survey to another depending on the population concerned and the subject of the survey but 5% is an acceptable rate for an interview of this length.

In general this was an easy population to contact as women with young children tend to be at home during the morning and afternoon.

The interviewing period was autumn 1969. Four per cent of the interviews were obtained in August (almost all of these concerned pre-school children), 71% in September, 24% in October and 1% in November.

<sup>1</sup> Three households each contained 2 mothers of children aged 2-8 years.

## THE QUESTIONNAIRES AND THE INTERVIEWS

Two versions of the questionnaire were used. (These, together with the household classification sheet, form the Appendix). The longer of the two was used when a child aged 5-8 years had been selected, the shorter if the child was 2-4 years. With a single exception (a question on the use of reins with young children), all the questions on the shorter questionnaire were included in the longer questionnaire, but this one also contained a series of questions on the child's journeys to and from school.

The information obtained from the interviews can be divided between three main categories:-

- (1) the exposure to risk of the child
- (2) the amount of training the child has had in road safety
- and (3) general information about the mother and the family as a whole.

Included in (1) are questions on the kind of journey a child has to and from school, whether he goes by himself to the ice-cream van, to sweet-shops or on errands for his mother; whether he plays in the street or not, whether he has a tricycle, bicycle or similar toy, and, if so, where he rides it, and whether he is allowed to cross any roads by himself. Category (2) includes questions on instruction in road safety from his mother, from school, membership of the Tufty Club and viewing of road safety programmes on television. Questions belonging to category (3) include those on the mother's experience of road accidents, her driving experience, the income and occupation of the father of the child, the size of the family, the busyness of the roads nearby and the type of area in which they live and whether or not the mother is in paid employment. Some questions can be placed in more than one category and others are outside all three.

The average length of an interview was about 35 minutes if the selected child was 2-4 years old, and 50 minutes if he was 5-8 years old. In general the questions were well received by the informants who were interested in the subject of the survey and enjoyed talking about their children. The survey was introduced to them as being "about the kind of journeys which children of this age are able to make", no direct mention was made of road safety until half-way through the interview. Some mothers had probably realised the purpose well before this, but it was thought that emphasizing road safety at the start of the interview might cause some mothers to feel guilty about the kind of journeys which they allowed their children to make and might upset any mother who had had recent experience of a road accident.

As explained on page 7, one child was selected at random from the eligible children in the family. The majority of the questions in the interview were asked with reference to this child in all cases, even when the selected child was handicapped

in some way or when he was away from home for a large part of the time, e.g. at boarding-school. Under no circumstances was another child substituted, but it was left to the interviewers' discretion to omit any questions which were so inappropriate to the child that they might have upset the mother. There were 16 children in the sample who were mentally or physically handicapped to such an extent that they were unable to lead normal lives. Their handicaps ranged from a twisted foot to such severe mental and physical retardation that the child was unable to talk at all or to crawl.

Wherever possible the mother of the selected child was interviewed. If the mother was not a member of the household or was unable to understand English, the person who had most daily contact with the child was interviewed in her place. In 25 cases the information was obtained from someone other than the mother of the child, in 10 cases from the child's father and in 15 from a female relative (grandmother, aunt or older sister).



## CHAPTER 2

### THE PLACES WHERE CHILDREN PLAY AND THEIR MOTHERS' WORRIES ABOUT THEM

The main reason for asking mothers where their children played was to establish how many of them were allowed to play in the street or road. Here, as elsewhere in the survey, no distinction has been made between playing on the pavement or verge and playing in the roadway because a young child who is playing on the pavement may suddenly run or fall into the road and would then be as much in danger from traffic as a child who is already playing in the roadway, in fact the danger may well be more because of the unexpectedness of his action.

For school-age children the question on their usual play-places was divided into two, one of which asked about the time after school and the other about weekends and holidays. For the under-fives this was not considered necessary as the number of children in this age-group who are in full-time education is negligible, and so the interviewer just inserted the phrase "When he is not at school, nursery or play-group" in front of the question.

Table 2.1. "(When he is not at school, nursery or play-group) where does .... usually play when the weather is fine?" analysed by age and sex of the child.

Usual play-place of child	BOYS				GIRLS			
	2 yrs	3 yrs	4 yrs	Total 2-4 yrs	2 yrs	3 yrs	4 yrs	Total 2-4 yrs
	%	%	%	%	%	%	%	%
Street, road, cul-de-sac, pavement	26	35	42	35	10	39	41	31
Area round house (not garden or roadway)	5	4	5	4	7	5	6	6
Park, playground	13	11	14	13	11	5	15	11
Own garden	80	84	75	79	82	78	84	82
Friend's garden	11	16	9	11	4	11	15	10
	†	†	†	†	†	†	†	†
BASES - All children (weighted) <sup>1</sup>	198	212	261	671	202	208	250	660

†These percentages do not add to 100 because some mothers gave more than one answer and answers given by less than 5% of the sample have been omitted from the table.

<sup>1</sup>As explained on page 7, the numbers have been multiplied by the number of eligible children in the family. This ensures that children from large and small families appear in the results in the correct proportions, but means that these figures cannot be used for significance tests as they stand.

Table 2.2. "Where does .... usually play after school when the weather is fine?" analysed by age and sex of the child.

Usual play-place of child	BOYS					GIRLS				
	5 yrs	6 yrs	7 yrs	8 yrs	Total 5-8 yrs	5 yrs	6 yrs	7 yrs	8 yrs	Total 5-8 yrs
	%	%	%	%	%	%	%	%	%	%
Street, road, cul-de-sac, pavement	57	47	47	38	48	33	45	38	45	40
Area round house (not garden or roadway)	7	11	9	8	9	3	10	8	11	8
Park, playground	19	30	26	41	28	19	19	15	24	19
Own garden	62	60	61	49	58	67	66	72	60	67
Friend's garden	10	10	10	8	10	19	24	15	20	20
	†	†	†	†	†	†	†	†	†	†
BASES - All children (weighted)	246	267	225	200	938	229	223	198	158	808

†Percentages do not add to 100 because some children used more than one play-place.

Table 2.3 "Where does .... usually play at weekends and during school holidays when the weather is fine?" analysed by age and sex of the child.

Usual play-place of child	BOYS					GIRLS				
	5 yrs	6 yrs	7 yrs	8 yrs	Total 5-8 yrs	5 yrs	6 yrs	7 yrs	8 yrs	Total 5-8 yrs
	%	%	%	%	%	%	%	%	%	%
Street, road, cul-de-sac, pavement	52	44	45	32	43	31	45	39	42	39
Area around house (not garden or roadway)	9	10	7	9	9	2	10	7	10	7
Park, playground	33	43	46	48	42	34	29	37	26	32
Own garden	60	55	56	47	55	73	68	72	61	69
Friend's garden	13	9	9	8	10	20	25	22	12	20
	†	†	†	†	†	†	†	†	†	†
BASES - All children (weighted)	246	267	225	200	938	229	223	198	158	808

†Percentages do not add to 100 because some children used more than one play-place.

The most important point arising from these 3 tables is the high percentage of children of all ages who are said by their mothers to play in the street. Taking the 2-8 age group as a whole, mothers of over one third of all children spontaneously said that they played in the street for at least some of the time<sup>1</sup>. There are slight sex differences, in particular at age 2 more boys than girls play in the street and again for the school-age children more boys than girls play in the street - this second sex difference is probably due both to the different kinds of games which boys and girls play at this age (particularly football and cricket which need more space than does pushing a dolls' pram around) and to

(1) It is possible that the number of street-players is an under-estimate as some mothers may have been unwilling to admit that their children played in the street. Cf., the paper on *Surveys among special groups: I. Children* by D. Sheppard, obtainable from Social Survey Division of the Office of Population Censuses and Surveys.

the fear that their children might be assaulted or molested in some way, a fear which was expressed more often by mothers of girls than of boys (see also page 23). The proportion of children who go to a park or playground to play increases fairly steadily with rather more boys than girls in the higher age groups going to parks, probably for the same reasons as given above in relation to playing in the street.

If the mother did not mention the street when asked where her child usually played, a direct question was put, "Does .... ever play in the street?"

Table 2.4 Whether child ever plays in the street analysed by age and sex of the child

(i) Boys

	Age (in years)							Total 2-8 yrs
	2	3	4	5	6	7	8	
	%	%	%	%	%	%	%	%
Child plays in street (spontaneous answer) <sup>1</sup>	23	33	36	53	46	46	32	38
Child plays in cul-de-sac only (spontaneous answer)	*	2	5	6	3	4	6	5
Child plays in street (answer to direct question)	16	15	21	15	20	22	28	19
Child never plays in street	59	50	36	24	31	28	34	37
Question not answered <sup>2</sup>	2	*	2	2	0	0	*	1
BASES - All boys (weighted)	100 198	100 212	100 261	100 246	100 267	100 225	100 200	100 1,609

(ii) Girls

	Age (in years)							Total 2-8 yrs
	2	3	4	5	6	7	8	
	%	%	%	%	%	%	%	%
Child plays in street (spontaneous answer) <sup>1</sup>	9	35	34	31	40	36	44	32
Child plays in cul-de-sac only (spontaneous answer)	1	3	7	4	5	6	4	5
Child plays in street (answer to direct question)	11	12	21	24	17	24	22	19
Child never plays in street	79	50	38	36	38	33	30	43
Question not answered <sup>2</sup>	*	0	*	5	0	1	0	1
BASES - All girls (weighted)	100 200	100 208	100 250	100 229	100 223	100 198	100 158	100 1,468

\*Indicates less than 0.5% in this cell.

<sup>1</sup> For the over-fours these figures are a combination of those in tables 2.2 and 2.3. If a child is said to play in a street and in a cul-de-sac, only the street has been included.

<sup>2</sup> This category includes cases where the question was wrongly omitted and where the informant refused to answer this particular question.

This table serves to emphasize the point that the majority of children over the age of 4 are allowed on occasion to play in the street. It may be that restrictions are placed on some of these children; for example that they are only allowed to play in the street if an older child is with them, and probably the children are told to stay on the pavement all the time, but we did not ask if there were any such restrictions.

At all ages girls are less likely than boys to play in the street on occasions. (cf. table 2.3)

Because we obtained a considerable amount of classificatory data, it is possible to investigate street-playing more fully and to find out whether children who play in the streets differ in other respects from those who do not. One of the more obvious factors which may be relevant is the provision of other places in which the child could play. Children who live in rural areas are more likely to have an open space in which they can play within walking-distance than are children in more urbanized areas. The local authority areas included in the sample can be categorised according to whether they are within a conurbation, i.e. a group of towns forming a single built-up area such as the area around Liverpool; whether they are urbanized but not in a conurbation; or whether they are predominantly rural. If this is done for this sample, we find that 34% of children live in conurbations, 44% in urban areas not in conurbations and 22% in rural areas. If the incidence of street-playing is analysed by the type of area in which the children live, table 2.5. results.

Table 2.5 Whether child ever plays in the street analysed by the type of local authority area in which he lives

	2-4 year olds			5-8 year olds		
	Conurbation	Other urban Area	Rural Area	Conurbation	Other urban Area	Rural Area
	%	%	%	%	%	%
Child plays in street (spontaneous answer)	32	28	21	47	40	33
Child plays in cul-de-sac only (spontaneous answer)	5	5	1	4	6	6
Child plays in street (answer to direct question)	20	17	10	19	25	15
Child never plays in street	43	49	67	28	29	45
Question not answered	*	1	1	2	*	1
BASES - All children (weighted)	100 472	100 586	100 273	100 574	100 771	100 401

\*Indicates less than 0.5% in this cell.

Children who live in rural areas, where there are probably more places for them to play, are less likely to play in the street than are town and city children. Similar trends show when the same question is related to the availability of a garden or yard for the family's use.

Table 2.6 Whether child ever plays in the street analysed by "Have you got a garden or yard or any place for children to play outside?"

	2-4 year olds			5-8 year olds		
	Has garden <sup>1</sup>	Has yard <sup>2</sup>	Has neither garden nor yard	Has garden	Has yard	Has neither garden nor yard
Child plays in street (spontaneous answer)	%	%	%	%	%	%
Child plays in cul-de-sac only (spontaneous answer)	26	34	43	40	48	46
Child plays in street (answer to direct question)	4	7	3	5	10	6
Child never plays in street	17	16	12	22	12	20
Question not answered	52	42	42	32	30	24
	1	1	0	1	*	4
BASES - All children whose mothers answered question on gardens (weighted)	100	100	100	100	100	100
	1,115	166	69	1,491	181	71

\*Indicates less than 0.5% in this cell.

<sup>1</sup> Garden includes any space with grass and/or flower beds.

<sup>2</sup> Yard includes areas with concrete or paving only.

Although possession of a garden or a yard makes it less likely that a child will play in the street almost half of the 2-4 year olds who have access to a garden play in the street occasionally at least, and for 5-8 year olds this proportion rises to two-thirds.

Apart from a child's own home, the character of the street in which he lives may influence his playing. Mothers were not asked whether their children played in the street in which their house was situated, but it is reasonable to assume that for the majority this was the case. A residential street could be classified in two ways, either according to its "busyness" in terms of traffic, or according to the type of houses which go to make up the street. First, the busyness of the road in which the child lives. We obtained two measures of this, one from the informant and one from a traffic count by the interviewer. The two measures agree very closely (see chapter 4) so here only the informant's assessment is used. She was asked whether she would describe the road immediately outside the house as a busy road or not, and if busy then whether it was very busy or only fairly busy.

Although the informant's view of the busyness of the road outside affects the probability that her child will play in the

Table 2.7 Whether child ever plays in the street analysed by informant's assessment of the busyness of the road outside her house

	2-4 year olds			5-8 year olds		
	Mother thinks road outside is-			Mother thinks road outside is-		
	Very busy	Fairly busy	Not busy	Very busy	Fairly busy	Not busy
Child plays in street (spontaneous answer)	%	%	%	%	%	%
Child plays in cul-de-sac only (spontaneous answer)	15	29	37	27	43	47
Child plays in street (answer to direct question)	3	2	4	5	5	4
Child never plays in street	12	15	20	19	20	23
Question not answered	69	53	38	48	31	25
	1	1	1	1	1	1
BASES - All children whose mothers answered question on road outside (weighted)	100	100	100	100	100	100
	332	418	566	390	553	791

street, even among the group who think the road very busy, 30% of their 2-4 year olds sometimes play in the street.

Most housing estates, whether council or private, are laid out with main roads running round the edges and small service roads which carry only local traffic traversing the estate. This lay-out is generally thought of as being particularly safe for children and it is interesting to see whether the mothers who live on such an estate are more likely to allow their children to play in these comparatively safe streets than are those living in other kinds of streets. The interviewers were asked to code the streets in which the informants lived as consisting of modern houses on an estate, modern houses not on an estate, older houses in good condition or older houses in poor condition. "Modern" was here taken to mean houses built after the first world war, i.e. post-1918. Interviewers found it possible to categorize in this way 92% of the streets in which informants lived, and only these are included in table 2.8 below.

For both age groups, those living in a modern housing estate are most likely as a group to play in the street, followed by those living in a street of older houses mostly in poor condition.

We were able to obtain from the 1966 sample census data relating to almost all the wards from which our sample of addresses was selected. (The exceptions were wards whose boundaries had been changed in the intervening period.)

Although in this way the wards can be ranked according to the proportion of households having sole use of all amenities,

Table 2.8 Whether child ever plays in the street analysed by the type of street in which he lives

	2-4 year olds				5-8 year olds			
	Houses in street are -				Houses in street are -			
	Modern, on estate	Modern, not on estate	Older, good condition	Older, poor condition	Modern, on estate	Modern, not on estate	Older, good condition	Older, poor condition
Child plays in street (spontaneous answer)	%	%	%	%	%	%	%	%
Child plays in cul-de-sac only (spontaneous answer)	37	18	25	30	48	40	34	52
Child plays in street (answer to direct question)	2	6	2	7	4	2	5	6
Child never plays in street	21	14	11	17	25	15	20	10
Question not answered	39	61	62	46	22	41	41	31
	1	1	0	0	1	2	0	1
BASES - All children for whom it was possible to categorise the street (weighted)	100	100	100	100	100	100	100	100
	670	196	249	110	905	265	310	124

the proportion of households owning a car, the proportion of all cars which are permanently garaged in the road and the proportion of all males who are in social class I or II, none of these has any discernible effect on the proportion of children who play in the street in that ward.

Besides being able to categorise the area in which a child lives we can also categorise his family in various ways. Where the child's father was a member of the household we obtained details of his occupation and his income. The association which these have with the probability that a child will be allowed to play in the street is shown in tables 2.9 and 2.10.

There is a tendency for children in the higher social classes to be less likely to play in the streets than are children in the lower social classes, but although social class and income are closely linked there is no comparable trend with income.

Earlier in this chapter (page 14) was mentioned the possibility that a young child playing in the street might be, officially at least, in the care of an older child. This is most likely to happen where the child has an older brother or sister; a non-sibling is not likely to be put in charge in this way. The sample of selected children was divided into those who were only

Table 2.9 Whether child ever plays in the street analysed by his family's social class (from father's occupation)<sup>1</sup>

(i) 2-4 year olds

	Social class of family <sup>1</sup>				Total 2-4 yrs
	I and II	III	IV	V	
	%	%	%	%	%
Child plays in street (spontaneous answer)	24	28	30	33	29
Child plays in cul-de-sac only (spontaneous answer)	2	5	3	3	3
Child plays in street (answer to direct question)	18	12	18	17	16
Child never plays in street	53	55	48	46	51
Question not answered	3	0	1	1	1
<hr/>					
BASES - All children whose fathers could be allocated to a social class (weighted)	100	100	100	100	100
	207	261	513	243	1,331

(ii) 5-8 year olds

	Social class of family <sup>1</sup>				Total 5-8 yrs
	I and II	III	IV	V	
	%	%	%	%	%
Child plays in street (spontaneous answer)	31	34	50	40	41
Child plays in cul-de-sac only (spontaneous answer)	4	4	5	5	5
Child plays in street (answer to direct question)	20	19	20	27	21
Child never plays in street	43	42	25	25	32
Question not answered	2	1	*	3	1
<hr/>					
BASES - All children whose fathers could be allocated to a social class (weighted)	100	100	100	100	100
	298	343	669	309	1,746

\*Indicates less than 0.5% in this cell.

<sup>1</sup> Social classes I and II include employers and managers; members of the professions; farmers  
 III " skilled non-manual and personal service workers  
 IV " foremen; supervisors; skilled manual workers  
 V " semi-skilled and unskilled manual workers; agricultural workers.

children, those who were the oldest or youngest in a family of two or more and those who came in the middle of a family of three or more, in order to investigate the hypothesis that the birth order of a child does affect the probability that he will spend some time playing in the street. This is shown in table 2.11.



Table 2.10 Whether child ever plays in the street analysed by his father's income  
(i) 2-4 year olds

	Father's weekly income				Total 2-4 yrs
	Over £25	Over £20 to £25	Over £15 to £20	Up to £15	
Child plays in street (spontaneous answer)	%	%	%	%	%
Child plays in cul-de-sac only (spontaneous answer)	31	30	29	26	29
Child plays in street (answer to direct question)	5	3	4	3	3
Child never plays in street	17	16	15	22	16
Question not answered	46	51	52	48	55
	1	*	*	1	1
BASES - All children whose fathers were in the household and for whom income group was obtained (weighted)	100	100	100	100	100
	343	310	368	167	1,331

(ii) 5-8 year olds

	Father's weekly income				Total 5-8 yrs
	Over £25	Over £20 to £25	Over £15 to £20	Up to £15	
Child plays in street (spontaneous answer)	%	%	%	%	%
Child plays in cul-de-sac only (spontaneous answer)	42	44	38	41	41
Child plays in street (answer to direct question)	4	6	6	3	5
Child never plays in street	19	18	23	27	21
Question not answered	34	30	32	28	32
	1	2	1	1	1
BASES - All children whose fathers were in the household and for whom income group was obtained (weighted)	100	100	100	100	100
	463	410	453	222	1,746

\*Indicates less than 0.5% in this cell.

Table 2.11 Proportion of children in each age group who ever play in the street analysed by their position in the family.

Proportion of children in each cell who ever play in the street	Age of child (in years)							Mean age (in yrs)
	2	3	4	5	6	7	8	
Child's position in family -								
Youngest	34% (164)	52% (177)	65% (235)	76% (202)	74% (164)	66% (138)	67% (108)	5.2
Middle	45% (49)	35% (85)	73% (107)	65% (94)	89% (153)	73% (140)	70% (124)	6.1
Oldest	30% (84)	50% (104)	57% (119)	68% (140)	54% (134)	69% (107)	66% (89)	5.5
Only	18% (83)	36% (74)	50% (50)	56% (39)	56% (34)	71% (38)	66% (38)	4.9

Bracketted figures are the bases for each cell. All bases are weighted.

Any differences which appear to be related to birth order may in fact be due to family size as "oldest" and "youngest" children must come from families with at least two children and "middle" children from families with at least three children.

As can be seen from the right-hand column of table 2.11, the mean ages of the four groups of children vary considerably, as would be expected, and it is therefore not meaningful to consider the groups as a whole but only in separate age groups. Up to the age of five only children are on the whole less likely than other children to play in the street, but there appears to be no other consistent difference which could be related to birth order.

So far the examination of the playing-habits of young children has been in terms of the physical characteristics of the families to which they belong, and has attempted to answer the question "Who are the children who play in the streets?" Another question which needs an answer is "Why do some mothers allow their children to play in the streets while others do not?" In fact these are not two questions but rather different ways of expressing the same question and so analysis which helps to answer one may also answer the other. Two factors which may influence a mother in her decision on street-playing are her experience of road accidents and her own worries about the children when they are playing away from the house and garden.

Towards the end of the interview, each informant was asked if anyone in her family had at any time been hurt in a road accident. The interviewer did not define "hurt" or "family" but left it to the informant to decide whether some person belonged to her family or not. No restriction was placed on time: it was assumed that if the informant could remember the accident then it was recent enough still to have a possible effect on her attitudes and behaviour, but where an informant could remember more than two accidents, details were obtained for the most recent two only. A similar question was asked about accidents "near here" - again the informant's own definition. Of the 894 mothers interviewed about 2-4 year olds, 376 (42%) recalled one or more accidents to a member of the family and 318 (35%) accidents nearby. For the 1123 mothers of 5-8 year olds, the figures were 453 (40%) for family accidents, and 493 (33%) for nearby accidents. (Sixty-three per cent of the mothers of 2-4 year olds had lived at their present address for less than 5 years, compared with 43% of the mothers of 5-8 year olds, and this explains the difference in recall of nearby accidents.) Some mothers recalled an accident of both kinds, but where a single accident involved a member of the family and happened nearby, it was counted only once, as a family accident. When all types of road accidents are included in the analysis, the result is Table 2.12.

Table 2.12 Whether child ever plays in street analysed by mother's experience of road accidents (all kinds).

	2-4 year olds				5-8 year olds			
	Mother recalled one or more accidents			No accidents recalled	Mother recalled one or more accidents			No accidents recalled
	In family and nearby	In family only	Nearby only		In family and nearby	In family only	Nearby only	
	%	%	%	%	%	%	%	%
Child plays in street (spontaneous answer)	31	28	32	27	45	45	37	42
Child plays in cul-de-sac only (spontaneous answer)	3	3	3	4	4	4	3	5
Child plays in street (answer to direct question)	15	16	19	16	24	21	22	19
Child never plays in street	51	53	44	52	27	28	36	33
Question not answered	0	*	2	1	*	2	2	1
	100	100	100	100	100	100	100	100
BASES - All children whose mothers answered accident question (weighted)	196	353	294	488	322	387	447	590

\*Indicates less than 0.5% in this cell

General road accident experience does not seem to affect a mother's willingness to allow her child to play in the street. However, these accidents recalled by informants covered a long period of time, they included accidents in which only vehicles were involved and accidents to people of all ages. As we had obtained details of the accidents it was thought that including only accidents which had happened in the year preceding the interview, those in which a pedestrian was involved and those in which a child of under 9 years was hurt might clarify the position. This is done in table 2.13.

Table 2.13 Whether child ever plays in street analysed by mother's experience of road accidents (various kinds)

(i) Accidents in previous 12 months.

	2-4 year olds			5-8 year olds		
	Mother recalled one or more accidents in 12 months		No accident in 12 months	Mother recalled one or more accidents in 12 months		No accident in 12 months
	In family (total)	Nearby only		In family (total)	Nearby only	
	%	%	%	%	%	%
Child plays in street (spontaneous answer)	28	30	30	50	42	42
Child plays in cul-de-sac only (spontaneous answer)	3	2	3	8	5	3
Child plays in street (answer to direct question)	20	19	15	23	18	22
Child never plays in street	49	48	51	18	34	32
Question not answered	0	1	1	1	1	1
	100	100	100	100	100	100
BASES - All children whose mothers answered accident questions (weighted)	113	286	932	130	440	1176

## (ii) Accidents involving a pedestrian (family accidents only)

	2-4 year olds			5-8 year olds		
	Mother recalled one or more accidents		No family accident recalled	Mother recalled one or more accidents		No family accident recalled
	Involving a pedestrian	Not involving a pedestrian		Involving a pedestrian	Not involving a pedestrian	
	%	%	%	%	%	%
Child plays in street (spontaneous answer)	36	26	30	48	42	40
Child plays in cul-de-sac only (spontaneous answer)	3	3	3	4	5	4
Child plays in street (answer to direct question)	13	17	17	28	18	20
Child never plays in street	48	54	49	20	33	35
Question not answered	0	*	1	0	2	1
	100	100	100	100	100	100
BASES - All children whose mothers answered accident question (weighted)	188	361	782	288	421	1037

\*Indicates less than 0.5% in this cell

## (iii) Accidents involving a child under 9 years old

	2-4 year olds				5-8 year olds			
	Mother recalled accident involving child under 9		Accident involving over 8's only	No accident recalled	Mother recalled accident involving child under 9		Accident involving over 8's only	No accident recalled
	In family (total)	Nearby only			In family (total)	Nearby only		
	%	%	%	%	%	%	%	%
Child plays in street (spontaneous answer)	29	41	26	26	49	41	38	42
Child plays in cul-de-sac only (spontaneous answer)	5	3	2	5	5	4	4	5
Child plays in street (answer to direct question)	17	15	18	16	28	21	21	19
Child never plays in street	49	41	53	52	18	33	35	33
Question not answered	0	0	1	1	*	1	2	1
	100	100	100	100	100	100	100	100
BASES - All children whose mothers answered accident questions (weighted)	111	211	521	488	232	294	630	590

\*Indicates less than 0.5% in this cell

In all three parts of table 2.13 the group who are most likely to play in the street are those 5-8 year olds whose mothers recalled a relevant accident, i.e. a recent accident, one involving a pedestrian or a child under 9 years. The numbers involved are too small to analyse further and may well reflect differences in the type of area in which the children live, but it can be said that experience of road accidents of various kinds does not have any lasting influence on mothers in deciding whether or not to let their children play in the streets.

The final analysis to discover why some children play in the streets while others do not, concerns the mothers' worries for their children. The informants were asked, about the selected child, "If ... is playing away from the house (and garden/yard), do you worry about him at all?" If she said she did worry, then she was asked what she worried about. Between 33% and 45% of all mothers spontaneously mentioned road accidents as a source of worry, the proportion varying with the age of the child. A detailed list of mothers' worries is presented as table 2.14.

Table 2.14 Mothers' worries about children playing away from the house and garden analysed by the age of the child concerned

	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Child never plays away from house/ garden	42	29	15	12	10	10	4
Mother doesn't worry about child	13	18	20	27	29	28	27
Mother worries about							
Road accidents	34	40	44	39	38	33	33
Strangers speaking to or molesting child	10	15	28	23	30	33	33
Child being hurt in other ways	10	9	13	12	14	13	20
Child wandering off on his own	11	7	8	9	6	6	8
Child getting into mischief	4	5	4	6	3	7	6
Child fighting or quarrelling with other children	5	1	5	3	5	4	4
	†	†	†	†	†	†	†
BASES - All children (weighted)	400	420	511	475	490	423	358

†Percentages do not add to 100 because some mothers mentioned more than one worry and worries mentioned by less than 5% at all ages have been omitted from the table.

Although the proportion of all mothers who worry about road accidents varies very little with the age of the child, if those mothers who said that their children never play away from their house and garden are excluded from the bases for percentaging, then, for the children who sometimes play away from home, the percentages of mothers who worry about road accidents are 58% (2 year olds), 56% (3 year olds), 52% (4 year olds), 45% (5 year olds), 42% (6 year olds), 37% (7 year olds) and 35% (8 year olds), a steady decrease with increasing age. At each age point more mothers of boys than of girls said that they worry about road accidents, with the difference between the sexes being 7% on average (percentaged on the total number at each age). Accident statistics show that boys are more likely to be involved in road accidents than are girls of the same age. On the other hand, mothers of girls were more likely to worry about strangers speaking to or molesting their children and overall, mothers

of boys and girls mentioned equal numbers of worries. It is possible that in answer to this type of question mothers mention a constant number of worries about their children and that mothers of girls are more concerned about assault and so do not mention road accidents as a source of worry.

Mothers who mention road accidents as a worry give about the same number of other worries as do those who worry, but not about road accidents, i. e. there is no evidence that mothers who worry about road accidents are generally more concerned about their children than are mothers who worry about strangers talking to their children, or their children getting into mischief etc. In Table 2.15 mothers who said that they worried about their children being hurt in road accidents are compared with mothers who said that they worried about their children, but did not mention road accidents as a source of worry, and with those who do not worry.

Table 2.15 Proportion of children in each age group who ever play in the street analysed by their mothers' worries about them when they are away from the house and garden

Proportion of children in each cell who ever play in the street	Age of child (in years)						
	2	3	4	5	6	7	8
Mother worries about road accidents	53% (135)	74% (167)	73% (226)	77% (187)	76% (186)	81% (140)	68% (119)
Mother worries, but not about road accidents	37% (46)	67% (54)	64% (107)	82% (103)	72% (116)	66% (120)	73% (128)
Mother does not worry when child playing away from home	36% (52)	56% (76)	69% (102)	61% (129)	60% (141)	68% (120)	66% (95)
All children	31% (398)	50% (420)	63% (511)	70% (475)	66% (490)	70% (423)	68% (358)

Bracketted figures are the bases for each cell. All bases are weighted.

Note: The children who are said never to play away from the house and garden (see table 2.14) have been included in the bottom line of table 2.15.

From this table it seems unlikely that worrying about road accidents causes mothers to stop their children playing in the street, though it may be that the mothers worry *because* the children play in the street. This table and tables 2.12 and 2.13 lead to the same conclusion, that neither experience of road accidents nor worry about them causes mothers to keep their children from playing in the street.

## SUMMARY

A surprisingly high proportion, between a third and a half depending on age, of 3-8 year old children are said by their mothers to include the street among their usual play-places.

When asked directly whether their children ever played in the street, between a half and two-thirds of mothers of 3-8 year olds said that they did. For 2 year olds, especially for girls, the figures were considerably less.

Children with gardens and those who live in rural areas are less likely to play in the street than are city-dwellers, but even so, the majority of 5-8 year olds who live in the country or have a garden still play in the street sometimes. Children living on an estate are more likely than other children to play in the street, probably because the roads are freer from traffic.

Neither his father's social class nor his income affects to any extent the likelihood that a child will play in the street. Up to the age of 5, 'only' children are less likely to play in the street than are other children of the same age, but a different position in their families.

Mothers who recalled accidents of various kinds or mothers who said that when the child was playing away from the house and garden they worried that he might be involved in a road accident did not keep their children from playing in the street more than did the other women.

## CHAPTER 3

### BICYCLES & TRICYCLES

Unlike pedestrians, the peak age for accidents to pedal-cyclists is not contained in the age group which we investigated. In 1968 for example the largest number of fatal and serious pedestrian casualties was amongst 6 year olds (1,347) but the largest number of fatal and serious accidents to pedal cyclists was to 14 year olds (482). However, in the same year 498 children aged 8 or under were killed or seriously injured as pedal cyclists and many more were slightly injured so by this age some children at least are already cycling on the roads.

All mothers were asked about their children's possession of bicycles, tricycles, scooters, go-carts and pedal-cars, but though we inquired about the use of the whole range for 2-4 year olds, the questions on use were confined to bicycles for 5-8 year olds. For this purpose a bicycle was defined as any two-wheeler, including those with stabilisers (detachable small wheels on either side of the rear wheel which help a child to balance), while a tricycle was any three-wheeler, both those with pedals mounted on the front wheel which are used by very small children and those which are driven with a chain, as in the conventional bicycle. Table 3.1 shows the proportion of children who have vehicles of various kinds.

Table 3.1 Proportion of children with various kinds of vehicle analysed by age of child

Child has -	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Bicycle	9	17	29	42	56	61	57
Tricycle	71	80	60	39	25	12	3
Scooter	14	25	35	28	27	26	19
Go-cart or pedal-car	22	27	24	12	10	3	5
None of these	15	5	10	14	20	22	29
	†	†	†	†	†	†	†
BASES - All children (weighted)	400	420	511	475	490	423	358

†The percentages add up to more than 100 because some children had more than one kind of vehicle.



The majority of children have at least one vehicle which they can ride in or on. For the younger children this is most likely to be a tricycle, but two-wheelers rapidly become more common till, at the age of 6, more than half the children have a bicycle. At all ages bicycles are more often owned by boys than by girls and almost all the go-cart and pedal-car owners are boys. Of the children who have no vehicle of their own, some have the regular use of a vehicle belonging to another child, so that only 7% of the 2-4 year olds have neither a vehicle of their own nor regular use of someone else's, while 42% of 5-8 year olds do not have the regular use of nor own a bicycle (other vehicles were not asked about).

We asked the mothers of those 5-8 year olds who regularly rode bicycles whether these bicycles were of such a size that, when the child was sitting on the saddle, he was able to touch the ground with both feet. 86% of those with the use of a bicycle were said to be able to do this. The RoSPA recommendation is that a child on a bicycle should be able to place the balls of both feet on the ground at the same time. Our criterion was less strict than this, but it seems that at least 11% of children riding bicycles have bicycles which are too large for them. A further reason for taking 11% to be the minimal figure for too large bicycles is the small number of mothers who admitted that they did not know whether their child could touch the ground or not. It seems likely that other women did not know but said that the child could touch the ground, and if this is indeed so, then 86% is an over-estimate of the proportion of children who ride bicycles of the correct size.

Table 3.2 Places where children ride bicycles, tricycles, scooters, go-carts and pedal-cars analysed by the age of the child

Vehicle is ridden* -	Age of child (in years)		
	2	3	4
	%	%	%
In the garden	83	80	77
In a park	11	17	19
On the pavement	43	64	71
On quiet roads	11	23	22
On busy roads	1	3	1
	†	†	†
BASES - Children who own, or have regular use of, a bicycle etc. (weighted)	356	402	477

\*If a child had more than one vehicle then he was included as riding on the pavement if he rode any of them on the pavement, etc.

†Percentages do not add to 100 because some children rode in more than one place.

When a 2-4 year old rode a vehicle of any sort or a 5-8 year old rode a bicycle, we asked his mother where the vehicle was ridden. Instead of asking this as an open question, i.e. "Where does he ride his bicycle?" it was put to the mother in 5 separate parts. She was asked first whether he rode in the garden, then in the park, then on roads of different types. All parts of the question were asked, regardless of the answers given to earlier parts.

In Table 3.2 many children have been included several times because they ride their bicycles etc. in more than one place. Table 3.2(a) avoids this by giving a priority to busy roads over quiet roads and roads over pavements, i.e. for each child only the most dangerous place in which he rides is included.

Table 3.2(a) The most dangerous place in which a child rides a bicycle, tricycle etc. analysed by the age of the child

Vehicle is ridden -	Age of child (in years)		
	2	3	4
	%	%	%
In busy roads	1	3	1
In quiet roads (not busy)	10	21	21
On the pavement (not roads)	30	42	48
In a garden or park only	48	30	22
Child has no vehicle nor use of one	11	4	8
	100	100	100
BASES - All children (weighted)	400	420	511

Tables 3.3 and 3.3(a) give the equivalent figures for the 5-8 age group.

As expected, the older a child is the more likely he is to ride a bicycle, tricycle or other vehicle on the road. By the age of 6, over half of those children who ride bicycles ride them on the road; this is one-third of the total number of children in this age group.

Besides age, other factors which might be associated with the use made of bicycles are the social class and income of the family, whether or not the mother has a job outside the home, the child's position in the family and the type of area in which the family lives.

The proportion of 5-8 year olds who have bicycles increases with their fathers' incomes; a foreseeable result. Amongst those whose fathers earn £15 or less per week 38% have a bicycle of

Table 3.3 Places where children ride bicycles analysed by the age of the child

Bicycle is ridden	Age of child (in years)			
	5	6	7	8
	%	%	%	%
In the garden	65	54	55	56
In a park	22	21	23	21
On the pavement	77	69	72	67
On quiet roads	39	53	55	64
On busy roads	3	3	6	15
	†	†	†	†
BASES - Children who own or have the use of bicycles (weighted)	218	291	262	233

†Percentages do not add to 100 because some children rode in more than one place.

Table 3.3(a) The most dangerous place in which a child rides a bicycle analysed by the age of the child

Bicycle is ridden -	Age of child (in years)			
	5	6	7	8
	%	%	%	%
In busy roads	2	2	4	10
In quiet roads (not busy)	19	31	32	33
On the pavement (not roads)	21	18	20	17
In a garden or park only	4	8	6	5
Child has no bicycle nor use of one	54	41	38	35
	100	100	100	100
BASES - All children (weighted)	475	490	423	358

their own or the regular use of one, compared with 75% of those whose fathers earn more than £30. Similarly for social class<sup>1</sup>, with 46% of children in social class V having a bicycle or the use of one, but 73% of those in social class I. But when the places in which they ride the bicycles are considered, neither the social class to which a child belongs nor his father's income has any effect; of those who ride bicycles just over half ride on roads of some kind; just under half do not (though they may ride on pavements).

<sup>1</sup>See page 18 for the definition of social class as used here.

Whether or not his mother has a job outside the home does not affect a child's chances of having a bicycle nor of riding it on the road if he has one. Although youngest children in a family are no more likely to have a bicycle than are oldest children, the youngest children in a family are more likely to ride a bicycle on the road if they have one, (e.g. 55% of youngest, compared with 46% of oldest children among 6 year olds), which suggests that they do so in the company of older siblings. This is supported by the finding that middle children in a family are about as likely to ride a bicycle on the road as are youngest children. This holds for all age groups. There were just 100 only children in the sample of 5-8 year olds so they cannot be considered separately.

Where a child lives matters when estimating his chances of owning a bicycle. 68% of 5-8 year olds living in rural areas have bicycles of their own or the use of them, and of these 62% ride them on the roads; in conurbations only 54% of 5-8 year olds have bicycles and 52% of these ride on the roads. This means that of all children aged 5-8 who live in rural areas 42% ride bicycles on the road, but only 28% of those in conurbations do. (The figures for urban areas outside the conurbations are very close to those for the conurbations throughout this paragraph). The increased percentage in rural areas probably results from the greater need for a bicycle if your best friend from school lives half-a-mile away and there is no other transport, a more likely occurrence in rural areas than in towns, but more surprising is the very high proportion of children in all types of areas who have bicycles but do not ride them on the roads. For these children the bicycle is obviously regarded as a plaything rather than a serious means of transport.

We asked the mothers of children who were said to ride bicycles on roads of some type whether the children had been taught anything about riding a bicycle on the road, and if so, who had taught them. We did not ask what the children had been taught, and it is probable that there was a great variety in the quality of the instruction given. Some children will have been taught just sufficient for them to be able to stay on a bicycle without falling off, while others will have been given comprehensive instruction on turning right, negotiating roundabouts etc. So the figures we obtained are for the maximum numbers who have had instruction of any kind. Of the children who rode on the roads, 64% were said to have had some instruction, almost all from one of their parents. Only 8% of those who had had some instruction (5% of all those who ride bicycles on the road) had, to their mothers' knowledge, been taught at school. The National Cycling Proficiency Scheme, which is organised mainly through the schools, is concerned with 9-14 year olds, not the under 9s who formed our sample, so it is probable that the instruction given at school to our sample is not part of the Scheme. It is relevant to note here that, of the 1,037 children

for whom we obtained details of their journey to school, only 4 cycled. There are two explanations for this, firstly that many schools do not allow children to cycle to school. A survey of primary schools which was carried out by the Road Research Laboratory found that 55% of schools banned bicycles on school premises and most of the remainder restricted cycling in some way, either to children who lived more than a given distance from the school, to children who had passed a cycling test or to older children only. A second explanation is that education authorities have an obligation to supply transport for children who live more than 2 miles from their school. More will be said about this in chapter 5.

The characteristics of bicycle, tricycle and other vehicle-owners amongst 2-4 year olds are very like those of the older children. The proportion of 2-4 year olds who have the regular use of some kind of vehicle (either their own or someone else's) increases as their fathers' incomes increase, e.g. 85% of children whose fathers earn £15 p.w. or less have regular use of a vehicle, compared with 96% of those whose fathers earn over £30 p.w. Similarly for social class with 96% of those in social classes I or II having vehicles, but only 90% of those in class V. But as found for the 5-8 year olds, neither income nor social class affects the likelihood that 2-4 year olds will use their vehicles on the road-way.

Whether or not the mother had a job did not matter, but the incidence of working-mothers was much lower in this age-group than in the 5-8 age group. Contrary to the earlier result, oldest children in a family were more likely to ride on the road than were youngest children though the differences were very small, around 2%, but consistent for each age from 2 to 4.

Of 2-4 year olds living in rural areas 95% have a vehicle of some kind (or regular use of one), for children in conurbations the proportion drops to 89%, while it is 94% for children in other urban areas (outside conurbations). The proportion of those who ride on the road varies too; 24% of those with vehicles in rural areas, 18% in conurbations and 21% in other urban areas.

30% of those 2-4 year olds who were said to ride on the road had had some instruction in riding on the road, and almost all of this instruction had been given by their mothers.

## SUMMARY

The majority of children whose mothers were interviewed had some kind of vehicle of their own. By the age of 3, 95% had a bicycle, tricycle, scooter or pedal-car, with tricycles by far the most common, but only 71% of 8 year olds had a vehicle, the difference being due to a sharp decrease in the incidence of tricycles and pedal-cars which was not out-weighted by the increase in bicycles. Fathers' incomes affected the likelihood

that their offspring would have a vehicle, but even amongst the lower-paid workers, those earning £15 or less per week, 85% of 2-4 year olds were able to use some vehicle regularly, compared with 96% of those whose fathers earned more than £30 per week.

Ownership of vehicles was more common amongst children in rural areas than town and city dwellers.

11% of 2-year olds rode their bicycles, tricycles etc. on the roads; 43% of 8-year olds rode bicycles on the road. The proportion who did so was not affected by social class or by their fathers' incomes, but position in the family had a rather complex effect with eldest children in the 2-4 year old group being more inclined to ride bicycles, tricycles etc. on the road than were youngest children, while for the 5-8 year olds the positions were reversed (the question for the older children referred to bicycles rather than the whole range of vehicles and this might be the explanation in some way).

Almost no children cycled to school, and this coupled with the numbers who do not cycle on the road suggests that for many children up to the age of 8 at least, a bicycle is regarded as a plaything for use in the park or garden rather than as a means of travelling any distance.

Around one third of those 2-4 year olds who rode on the roads had been given some instruction on this, almost all by their mothers; for 5-8 year olds the figure was higher, about two-thirds, but again almost all of it was from their mothers with only 5% of those who used the roads to cycle on having been taught at school.

## CHAPTER 4

### VISITS TO SWEET SHOPS, ERRAND-RUNNING AND ICE CREAM VANS

The two preceding chapters have been concerned mainly with children's play, but by the age of eight most children are able to help their mothers in many ways. As this study is concerned with road safety we were particularly interested in the errands which children run for their mothers.

As in this chapter the phrase "busy road" will often be used this is an appropriate point at which to consider what is meant by a "busy road". Near the end of the interviews informants were asked whether they considered the road outside the house to be busy or not, and if they thought it busy, then was it very busy or only fairly busy. As well as the informant's opinion of the road we obtained some measurements from the interviewer. At the planning stage of the survey much thought was given to deciding which measurements were most likely to give an accurate picture of the road, and the measurements which were finally included were a traffic count, an estimate of speed, the amount of parking, the width of the road, whether there was a pavement and whether a speed-limit was in force on the road. The last two are self-explanatory, the width of the road was obtained by the interviewers (all women but of various heights) pacing across the road, but the first three were a little more complicated. It would have been too expensive to have the interviewers doing long traffic counts which would have given us a picture of the road throughout the day, so instead we decided to concentrate on a time of day when children of all ages were likely to be on the roads and when the traffic flow was fairly stable, i. e. outside local rush-hours. Accordingly the interviewers were asked to do the count on a weekday and between 2 pm and 4 pm wherever possible, with between 10 am and 2 pm as an alternative. If neither of these was possible, then the interviewer recorded the time of day when she took the count. Not all the counts were taken on the day on which the interview was obtained. Out of the 2017 interviews, in 1352 the count was taken between 2-4 pm on a weekday, in 458 between 10 am and 2 pm on a weekday and in 207 it was at some other time. This traffic count was taken for only two minutes, but the number of cars passing during that time varied between 0 and 24. The interviewer was also asked to record whether, in her opinion, any of the cars which passed in this 2 minute interval was travelling at 30 mph or more. It was suggested to the interviewers that it would be helpful to them if, before starting work

on this survey, they could persuade someone to drive past them at 30 mph to give them an idea of the speed. Cars which were travelling at around 30 mph may have been recorded wrongly but in general it is an extra piece of information to add to the description of the road. The final piece of information obtained was the number of cars parked at the same side of the road as the child's home. Interviewers merely recorded whether the kerb was clear of parked cars, less than a quarter full, between a quarter and three-quarters full or more than three-quarters full. Of all these measures the ones which bear the closest relationship to the informants' opinion are the number of vehicles passing in 2 minutes and whether or not any vehicle passed at 30 mph or more. This is shown in table 4.2.

As explained above, the traffic counts were taken at various times on a weekday although the majority took place either between 2 pm and 4 pm or between 10 am and 2 pm. The distribution of counts in these intervals is shown in table 4.1.

Table 4.1 The number of vehicles passing in 2 minutes and the estimated speed of the vehicles analysed by the time of day at which the count was made

	Count made on weekday between	
	10 am and 2 pm	2 pm and 4 pm
	%	%
Number of vehicles passing in 2 minutes -		
None	39	40
1 or 2	31	31
3 to 10	22	23
11 to 20	5	4
21 or more	3	2
	100	100
BASES - All observations made by interviewers (unweighted)	459	1356
	%	%
Whether any vehicle passed at 30 mph or more -		
At least one vehicle at 30 mph or more	18	14
Vehicles passed, but all at less than 30 mph	44	47
No vehicles passed	38	39
	100	100
BASES - All observations made by interviewers (unweighted)	468	1360

Note: There were 13 cases in which the interviewer recorded whether or not any vehicles passed at 30 mph but did not record the number of vehicles passing in 2 minutes.



These distributions are sufficiently similar to justify adding together observations taken at different times of the day. The period 10 am to 4 pm does not include the morning and evening rush hours which are the peak-times for traffic, but the traffic-flow throughout this 6 hour period is probably not constant.

Having decided to combine the figures for the 2 periods of time, we can now go back to the relationship between the informants' assessment of the "busyness" of the road and the interviewer's objective measurements.

Table 4.2 Informants' opinions of the roads outside their houses analysed by objective measurements made by interviewers (see text). (Count made between 10 am and 4 pm.)

Informant considers road outside house to be	Number of vehicles passing house in 2 mins					Whether any vehicle passed at 30 mph or more		
	None	1 or 2	3-10	11-20	21 & over	At least one vehicle at 30 mph or more	Vehicles all at less than 30 mph	No vehicles passed
	%	%	%	%	%	%	%	%
Very busy	5	17	51	81	97	67	27	5
Fairly busy	25	41	37	17	3	26	40	25
Not busy	70	42	12	2	0	7	33	70
	100	100	100	100	100	100	100	100
BASES - All informants who answered question (unweighted)	710	566	408	82	39	278	836	704

Note. See foot-note to table 4.1

As a rough approximation it can be calculated that roads which informants considered to be very busy had an average of over 210 vehicles per hour passing in one direction between 10 am and 4 pm on a weekday, roads considered fairly busy had 78 vehicles per hour and roads not considered busy had 26 vehicles per hour. These figures are very approximate because of the short time involved in the traffic count, but give some indication of the traffic-flow considered very busy etc. Throughout the interview informants were asked to classify roads which their children crossed as busy or not busy, a two-point scale. The question on the road outside the house was first put in this way, and the average traffic-flow in one direction for roads considered busy was 137 vehicles per hour, again between 10 am and 4 pm on a weekday ("not busy" roads had 26 vehicles per hour). As expected the traffic counts were lower in rural areas than in urban areas but the agreement between the informant's assessment of the "busyness" of the road and the traffic count held good for conurbations, other urban areas and rural areas.

Speed is also a factor which informants seem to take into account when deciding whether to describe a road as busy or not.

Our measurement of speed is not very precise, but roads along which a vehicle passed at 30 mph or more during the 2 minutes that the interviewer stood on the kerb are more than twice as likely to be termed very busy by informants as are roads along which one or more vehicles passed but all were at less than 30 mph, and 10 times as likely to be termed very busy as roads along which no vehicles passed during the 2 minutes.

The relationship between these 2 objective measures of the "busyness" of the road is very complex. If no cars passed in the 2-minute interval then no cars can have passed at more than 30 mph. The greater the number of cars passing, the greater the chances that at least one of them will be travelling at more than 30 mph (assuming that the road is not so congested that the speed is restricted), but on the other hand roads which are comparatively free of traffic tend to be away from urban areas and therefore outside the speed limit.

We asked mothers about 2 kinds of journey which a child might make and which might involve crossing a road. One of these was going on errands for his mother or someone else, the other was going to a nearby shop for sweets or similar things.

The question on sweet-shops was the first to be put. The actual wording of the question was, "Is there a shop near enough to your house for . . . . . to go on his own to buy sweets and things?" and interviewers were instructed that it was the child's ability to go by himself which determined nearness, i. e. if the shop was 15 minutes walk away and involved crossing several roads to get there, but the child was allowed to go on his own, then the shop *was* near enough, but if he was not allowed to go on his own to the shop next-door-but-one, then it was *not* near enough. Having established that the child did go to a sweet-shop, the informant was then asked whether he had to cross any roads to get to it and, if so, whether any of these roads could be described as busy. Table 4.3 shows how many children of each age crossed a road to get to a sweet-shop.

By the age of 8 all but 14% of children are able to visit a sweet-shop on their own. We have no data on the actual distance which the child has to go to visit a sweet-shop; it is likely that some of the younger children were not allowed to visit a shop which was comparatively near to their homes, i. e. the shop was not near *enough*.

The biggest jump in table 4.3 is between the ages of 4 and 5. Of the sample of 4 year olds only 32% go to a sweet-shop on their own, but 56% of 5 year olds do so. This of course is the age at which most children start school and so become more independent. The proportion of children who visit a shop which does not involve crossing a road does not show as much varia-

Table 4.3 Journeys to sweet-shops involving road-crossings analysed by the age of the child

Journey to sweet-shop	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Child crosses busy road to get to shop	2	6	8	20	23	33	36
Child crosses road, not a busy one, to get to shop	2	4	8	12	23	27	26
Child crosses no roads to get to shop	7	11	16	24	19	19	23
Child goes to shop, question on roads not answered	1	0	*	0	*	1	*
No shop near enough for child to go on his own	88	79	68	44	35	20	14
	100	100	100	100	100	100	100
BASES - All children (weighted)	400	420	511	475	490	423	358

\*Indicates less than 0.5% in this cell.

tion with age, probably because those children who live near to a sweet-shop which can be reached without crossing a road, are allowed to visit it at an early age.

The question on errands gave very similar results. The wording of the question was "Does ..... go on errands or messages for you or for anyone else?" If the child went on errands, the mother was asked for some examples of where he went, the purpose of this being to make her concentrate on the places visited so that the question on crossing roads could be answered with reference to all of them, i.e. the child was taken as crossing roads on errands if he crossed a road on an errand to any of the places visited. No detailed list of the places visited by children on errands or messages is given here, but they included shops of all kinds, homes of neighbours and relatives and going to post a letter in the post-box.

Table 4.4 Errands and messages involving road-crossings analysed by the age of the child

Errands and messages	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Child crosses busy roads on errands	0	2	6	16	21	29	39
Child crosses roads, not busy ones on errands	1	2	7	9	15	23	21
Child crosses no roads on errands	3	9	20	23	17	13	14
Child never goes on errands	96	87	67	52	47	35	26
	100	100	100	100	100	100	100
BASES - All children (weighted)	400	420	511	475	490	423	358

The proportion of children who go on errands increases with age but the increase is much steadier than that in table 4.3. At all ages children are more likely to go to buy sweets etc. at a shop than to go on errands, whether or not this involves crossing roads. That is to say, they are allowed to go on journeys from which they themselves benefit at a younger age than they go on journeys which benefit other people, including their mothers. No table is shown here, but there is no difference between boys and girls of the same age in the likelihood that they will make journeys either to buy sweets or on errands.

Apart from the age and sex of the child, other factors which might be expected to influence a mother in deciding whether or not to allow her young child to go on errands or to a sweet-shop are the type of area in which she lives, and the kind of family to which the child belongs. There is very little evidence that the social class of the child's father matters in this respect, details are given in tables 4.5 and 4.6

Although there is a slight indication that children belonging to the higher social classes are less likely to visit sweet-shops on their own (they may be less likely to visit sweet-shops at all) or to go on errands or messages, the differences are very small and can be accounted for in the numbers of children who go to the shops or on errands which do not involve crossing roads, i.e. the proportion of children in each social class who cross roads on the way to a sweet-shop or on errands stays relatively constant.

People who belong to a low social class tend to live in areas where a small proportion of the houses have all the basic amenities, such as a hot water system, a bath etc. It is therefore not surprising that an analysis of visits to sweet-shops and going on errands by the proportion of houses in the areas which have all the basic amenities shows trends similar to those in tables 4.5 and 4.6 (tables not given). Thus children living in areas where the housing is sub-standard are only slightly more likely to go to a sweet-shop or on errands on their own and no more likely to cross roads than are children from areas with better housing.

Less children in rural areas than in urban areas go to sweet-shops on their own, but the proportions who go on errands are not affected by the type of area in which they live (tables not given). The most probable explanation for this is that in any area there are neighbours to whom children can be sent on errands, but in rural areas there may not be a sweet-shop in the immediate vicinity.

If his mother has a job outside the home, it might be expected that a child would be more likely to go to a sweet-shop on his own, or to go on errands and messages, because his mother

Table 4.5 Journeys to sweet-shops involving road-crossings, analysed by the social class of the child's family (from father's occupation)

Journey to sweet-shop	Children aged 2-4 years				Children aged 5-8 years			
	Social class of family				Social class of family			
	I and II	III	IV	V	I and II	III	IV	V
	%	%	%	%	%	%	%	%
Child crosses busy road to get to shop	2	5	6	6	20	23	34	26
Child crosses road, not a busy one, to get to shop	3	5	7	2	24	23	19	21
Child crosses no roads to get to shop	7	7	9	21	12	20	24	26
Child goes to shop, question on roads not answered	1	1	0	0	1	0	0	*
No shop near enough for child to go on his own	87	82	78	71	43	34	23	27
BASES - All children whose fathers could be allocated to a social class (weighted)	100	100	100	100	100	100	100	100
	207	261	513	243	298	343	669	309

\*Indicates less than 0.5% in this cell.

Table 4.6 Errands and messages involving road-crossings analysed by the social class of the child's family (from father's occupation)

Errands and messages	Children aged 2-4 years				Children aged 5-8 years			
	Social class of family				Social class of family			
	I and II	III	IV	V	I and II	III	IV	V
	%	%	%	%	%	%	%	%
Child crosses busy roads on errands	4	1	4	1	22	23	28	26
Child crosses roads, not busy ones, on errands	2	3	5	2	20	6	16	15
Child crosses no roads on errands	10	9	12	15	9	0	18	18
Child never goes on errands	84	87	79	82	49	41	38	41
BASES - All children whose fathers could be allocated to a social class (weighted)	100	100	100	100	100	100	100	100
	207	261	513	243	298	343	669	309

would not be available to accompany him, but in fact children of working and non-working mothers are equally likely to go on both types of journey - perhaps because the working-mothers do their shopping from their place of work.

The effect of a child's position in the family is obscured by the fact that birth order and age are related and tables 4.3 and 4.4 have shown that age is relevant to these questions. In particular, in the 2-4 age group "only" children tend to be younger than other children because they, especially the 2 year olds, can be considered as the future oldest of an incomplete family.

The 5-8 age group is less likely to contain similar children as it would imply a minimum of 5 years between 2 children in a family, compared with a minimum of 2 years for the younger group. Because of this, in tables 4.7 and 4.8 the mean age of each group of children is given.

Table 4.7 Journeys to sweet-shops involving road crossings analysed by the child's position in his family

Journey to sweet-shop	2-4 year olds				5-8 year olds			
	Child's position in family				Child's position in family			
	Only	Oldest	Middle	Youngest	Only	Oldest	Middle	Youngest
	%	%	%	%	%	%	%	%
Child crosses busy road to get to shop	3	5	7	6	23	28	32	23
Child crosses road, not a busy one, to get to shop	1	5	11	5	20	23	25	18
Child crosses no roads to get to shop	10	10	16	12	26	18	20	25
Child goes to shop, question on roads not answered	0	0	2	*	1	*	0	*
No shop near enough for child to go on his own	86	80	64	77	30	31	23	34
BASES - All children (weighted)	100	100	100	100	100	100	100	100
Mean age of group (in years)	2.07	3.07	2.21	5.96	1.48	4.70	5.16	6.12
	3.2	3.6	3.8	3.6	6.5	6.8	6.5	6.7

\*Indicates less than 0.5% in this cell.

Table 4.8 Errands and messages involving road-crossings analysed by the child's position in his family

Errands and messages	2-4 year olds				5-8 year olds			
	Child's position in family				Child's position in family			
	Only	Oldest	Middle	Youngest	Only	Oldest	Middle	Youngest
	%	%	%	%	%	%	%	%
Child crosses busy roads on errands	2	2	5	3	20	29	30	20
Child crosses roads, not busy ones, on errands	1	5	10	2	15	20	18	13
Child crosses no roads on errands	9	13	13	11	20	16	18	17
Child never goes on errands	88	80	72	84	45	35	34	50
BASES - All children (weighted)	100	100	100	100	100	100	100	100
Mean age of group (in years)	2.07	3.07	2.21	5.96	1.48	4.70	5.16	6.12
	3.2	3.6	3.8	3.6	6.5	6.8	6.5	6.7

The figures for the 2-4 year olds in tables 4.5 and 4.6 show that "middle" children are most likely to visit sweet-shops on their own or to go on errands while "only" children are least likely to go, though as these groups have the highest and lowest mean ages respectively, no significance can be attached to this. However, the "middle" children in the 5-8 age group are most likely to make these kinds of journey and in this group they have the lowest mean age; they are more likely to make such journeys than the "oldest" children who have the highest mean age. It seems therefore that children who occupy a middle position in their families are more likely to visit sweet-shops and to go on errands than are "only" children, "youngest" children or "oldest" children.

A further situation which may put children at risk from motor traffic is a visit to a mobile ice-cream van. These vans seem to be very common; four-fifths of all mothers interviewed said that ice-cream vans called in the area. The numbers of children who were allowed to have ice-cream from the van is shown in table 4.9

Table 4.9 Use made of mobile ice-cream vans analysed by the age of the child

Use made of ice-cream van	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Child goes on his own to buy ice-cream	4	15	34	47	58	63	63
Child is always accompanied to van to buy ice-cream*	61	48	38	24	17	8	6
Child never has ice-cream from van	14	14	10	8	7	7	9
No ice-cream van	21	23	18	21	18	22	22
BASES - All children (weighted)	100 400	100 420	100 511	100 475	100 490	100 423	100 358

\*These children were accompanied by an adult or an older child.

That the proportion of children who go on their own to buy ice-cream from the van should increase with age is as expected; what is more surprising is that by the age of 4 over a third of all children are allowed to go to an ice-cream van by themselves. Of the 508 children aged 2-8 years who were killed on the roads in 1968, 15 were crossing to or from an ice-cream van<sup>1</sup>. Boys and girls of all ages were equally likely to go on their own to the ice-cream van.

<sup>1</sup> Figures from RoSPA.

Table 4.10 shows the proportion of children in different social classes who buy ice-cream from a mobile van.

Table 4.10 Use made of mobile ice-cream vans analysed by the social class of the child's family (from father's occupation)

Use made of ice-cream van	Children aged 2-4 years				Children aged 5-8 years			
	Social class of family				Social class of family			
	I and II	III	IV	V	I and II	III	IV	V
	%	%	%	%	%	%	%	%
Child goes on his own to van to buy ice-cream	14	23	28	24	62	70	76	74
Child is always accompanied to van to buy ice-cream	65	60	61	68	21	20	18	17
Child never has ice-cream from van	21	17	11	8	17	10	6	9
BASES - All children living in areas where an ice-cream van calls and whose fathers could be allocated to a social class (weighted)	100	100	100	100	100	100	100	100
	128	201	413	209	183	250	568	259
Percentage of children who live in areas where an ice-cream van calls	62	77	81	86	61	73	85	84
BASES - All children whose fathers could be allocated to a social class (weighted)	207	261	513	243	298	343	669	309

From table 4.10 it appears that there is a scarcity of ice-cream vans in areas where families of the upper social classes live. It is arguable that the number of vans is constant in all areas but wives of men in the higher social categories do not notice them, though to anyone who has heard the loud and persistent chimes issuing from an ice-cream van it seems unlikely that anyone living nearby could fail to hear them. Of those children whose homes are visited by a van, a higher proportion of children in classes IV and V than in the other classes go on their own to buy ice-cream and a lower proportion of children in these 2 classes never have ice-cream from the vans.

In rural areas ice-cream vans are a comparatively rare sight as is shown in table 4.11.

In rural areas proportionately less children visit the van on their own, although equal proportions of children in the 3 types of area have ice-cream when the van calls.

Regarding the child's position in his family, as mentioned earlier this is complicated by the different age distributions amongst "oldest" children, "middle" children, "youngest" children and "only" children, but the details are given in table 4.12 together with the average age of each group.



**Table 4.11 Use made of mobile ice-cream vans analysed by the type of local authority area in which the child lives**

Use made of ice-cream van	Children aged 2-4 years			Children aged 5-8 years		
	Conurbation	Other urban area	Rural area	Conurbation	Other urban area	Rural area
	%	%	%	%	%	%
Child goes on his own to van to buy ice-cream	23	28	20	73	75	69
Child is always accompanied to van to buy ice-cream	63	60	66	18	17	23
Child never has ice-cream from van	14	12	14	9	8	8
	100	100	100	100	100	100
BASES - All children living in areas where an ice-cream van calls (weighted)	390	459	175	497	600	271
Percentage of children who live in areas where an ice-cream van calls	83	78	64	87	78	68
BASES - All children (weighted)	472	586	273	574	771	401

**Table 4.12 Use made of mobile ice-cream vans analysed by the child's position in his family**

Use made of ice-cream van	Children aged 2-4 years				Children aged 5-8 years			
	Child's position in family				Child's position in family			
	Only	Oldest	Middle	Youngest	Only	Oldest	Middle	Youngest
	%	%	%	%	%	%	%	%
Child goes on his own to van to buy ice-cream	21	31	26	22	76	71	76	71
Child is always accompanied to van to buy ice-cream	64	55	57	67	14	18	16	22
Child never has ice-cream from van	15	14	17	11	10	11	8	7
	100	100	100	100	100	100	100	100
BASES - All children living in areas where ice-cream van calls (weighted)	155	230	181	458	105	383	409	471
Percentage of children who live in areas where an ice-cream van calls	75	75	82	77	71	81	79	77
BASES - All children (weighted)	207	307	221	596	148	470	516	612
Mean age of group (in years)	3.2	3.6	3.8	3.6	6.5	6.8	6.5	6.7

In the 2-4 age group, "youngest" children appear to be accompanied to the van as often as are "only" children, although the "only" children have the lowest mean age. However, much of this accompaniment is by older siblings and, if only adult accompaniment is included, then "only" children are the group most likely to be accompanied to the van, perhaps because of their tender years or perhaps because of their birth order. In the 5-8 age group again it is the "youngest" children who are most likely to be taken to the van, but many of them are taken by older brothers or sisters. (It should be noted here that any younger children who accompanied the selected child to the van have been ignored; accompanied implies an older child or an adult.)

Up until now we have been considering the 3 possible outings separately, but the question then arises, "Are the children who visit the ice-cream van on their own the same as those who go to sweet-shops or on errands on their own?" This is studied in tables 4.13, 4.14 and 4.15.

From inspection of the first two of these three tables it seems that, although there is some evidence of an association between ice-cream buying on one hand and crossing roads on errands or to reach a sweet-shop on the other, there are many children

**Table 4.13 Use made of mobile ice-cream vans analysed by journeys to sweet-shops involving road-crossings**

**(i) 2-4 year olds**

	Child crosses road to get to sweetshop*	All other children
Child goes on his own to van to buy ice-cream	4%	15%
All other children	6%	75%

Base - all children (weighted) = 1331

**(ii) 5-8 year olds**

	Child crosses busy road to get to sweetshop	All other children
Child goes on his own to van to buy ice-cream	17%	40%
All other children	10%	33%

Base - all children (weighted) = 1746

\*In part (ii) of these tables only busy roads have been included, but part (i) has been extended to include all roads because of the small number of under-fives who cross busy roads.

**Table 4.14 Use made of mobile ice-cream vans analysed by errands and messages involving road-crossings**

(i) 2-4 year olds

	Child crosses road on errands	All other children
Child goes on his own to van to buy ice-cream	3%	16%
All other children	4%	77%

Base - all children (weighted) = 1331

(ii) 5-8 year olds

	Child crosses busy road on errands	All other children
Child goes on his own to van to buy ice-cream	16%	41%
All other children	9%	34%

Base - all children (weighted) = 1746

**Table 4.15 Journeys to sweet-shops involving road-crossings analysed by errands and messages involving road-crossings**

(i) 2-4 year olds

	Child crosses road on errands	All other children
Child crosses road to get to sweet-shop	5%	6%
All other children	2%	87%

Base - all children (weighted) = 1331

(ii) 5-8 year olds

	Child crosses busy road on errands	All other children
Child crosses busy road to get to sweet-shop	18%	9%
All other children	7%	66%

Base - all children (weighted) = 1746

who are allowed to do one of these things but not another, i. e. the pattern is not that a minority of children are at risk in all these situations while the others are completely sheltered, but rather that some children are completely sheltered, others are less so and yet others exposed to considerable risks.

Table 4.15 shows a much closer relation between the two situations than do the previous two tables, but this is probably because some of the messages and errands which the children go on are to the same shop where they buy sweets and therefore they cross the same roads to get to them.

### SUMMARY

By the age of 8, the age of the oldest children in the survey, all but 14% of children are allowed to go to a sweet-shop on their own, and all but 26% occasionally go on errands or messages for their mothers or other people. The proportion who do these things increases with age, steadily for errands and messages, but with a break between 4 and 5 for visits to sweet-shops.

Apart from age no other factor was found to influence the likelihood that a child will make journeys of this kind.

About two thirds of all children sometimes have ice-cream from a mobile van. At the age of 2, all but 4% are accompanied to the van by an adult or an older child but by the age of 8, all but 6% go to the van on their own.

Again age seems to be the only important factor determining whether a child will visit an ice-cream van on his own, provided that he does have ice-cream from the van, but children living in rural areas and those in families where the father has a high social class, are the least likely to have access to a mobile van.

## CHAPTER 5

### JOURNEYS TO AND FROM SCHOOL

The majority of 5-8 year olds make at least two journeys every week-day during term-time - to and from school. We were particularly interested in these journeys, especially the extent to which children travelled by themselves or with other children or adults. There are two methods of obtaining this information, either to ask the informant about what "usually" happens or to select a particular day and ask only about what happened on that day. There is evidence from other research that information relating to a particular day is more reliable, and we thought that asking what "usually" happened might have given us an idealized picture with mothers claiming that they took their children to school when in fact they did so only occasionally. Of course, for any individual mother the day in question may have been atypical, but for the sample as a whole these irregularities are evened out.

Interviewers were instructed to ask the questions about these journeys for the last complete school-day before the interview, e.g. if interviewing took place on a Wednesday the information was obtained for Tuesday. There was one exception to this rule, viz. if the interview was started after 6.00 pm on a Monday then the questions were related to Monday as it was thought that the longer period of recall together with the intervention of another week-day might have made it impossible for the informant to remember exactly what happened on Friday. However, if the interview was started before 6.00 pm on a Monday then all the questions were related to the previous Friday. If the child had not attended school on the last school-day then all questions about his journeys were omitted. Of the sample of 1746 5-8 year olds (this is the weighted total, the actual number was 1123), 8.5% had not attended school on the last school-day; for 23% information was obtained about a Monday, 19.5% Tuesday, 21% Wednesday, 11% Thursday and 17% Friday. Some of the results were analysed by the day of the week for which they were obtained, but as this showed no differences overall between the days, for all the results presented here the days have been added together.

The interviews concerning the 5-8 age group were carried out after the children had been at school for at least a week of the autumn term and the majority were completed by the end of October so that mothers and children were well into the routine of term-time but British Standard Time had not yet begun to have much effect.

We asked mothers about the means of transport which their children used on the way to and from school; the results of these questions are presented as table 5.1.

Table 5.1 Means of transport used by children on their journeys to and from school analysed by the age of the child

	To school				From school			
	Age of child (in years)				Age of child (in years)			
	5	6	7	8	5	6	7	8
	%	%	%	%	%	%	%	%
Child walked all the way	68	65	69	68	63	65	68	64
Child travelled by private car	18	24	16	18	12	15	10	8
school bus	8	7	9	8	7	5	9	7
service bus	4	5	5	6	1	5	3	5
bicycle	0	*	*	1	0	*	0	1
other transport	3	*	1	0	3	*	1	0
Child did not go straight home from school	-	-	-	-	14	10	10	17
	†	†	100	†	100	100	†	†
BASES - All children who went to school on last school-day (weighted)	408	465	389	334	408	465	389	334

\*Indicates less than 0.5% in this cell.

†Apart from the children who walked all the way, some children used more than one means of transport so some percentages add to more than 100.

Two-thirds of all children walk all the way to and from school. The most striking point about table 5.1 is its uniformity across the 4 year age range. Although, as will be shown later, younger children are more often accompanied to school by their mothers, the child and his mother use the same means of transport (or lack of it) together as the child will later come to use on his own; it is not the case that young children are taken to school by private car but later are able to walk by themselves to school. About 8% of 5-8 year olds travel on a school-bus (here defined as a bus provided by the local education authority and not available to the general public). As mentioned on page 31, local authorities have an obligation to provide transport for children who live further than 2 miles from their school. School buses are more common in rural areas than in urban areas (as will be shown in table 5.7). It may be that some of the children in the sample were attending special schools (we know that 16 of them had severe mental or physical handicaps (see page 10) and others may have been educationally sub-normal) and it is common for such schools to provide transport for their children who often live at a considerable distance from the school.

Bicycles were used by only 4 children in the entire sample (see also page 31). Comparing the journey to and from school in table 5.1 it seems that some children travel to school in a car or bus, and walk home, but because of the sizeable proportion who did not go straight home after school it is necessary to cross-tabulate the 2 journeys in order to determine whether this is indeed so. This cross-tabulation is presented as table 5.2

Table 5.2 Means of transport used by children on their journeys from school analysed by that used on the journeys to school

Transport used on journey from school	Transport used on journey to school					
	Child walked all the way	Private Car	School Bus	Service Bus	Bicycle	Other Transport
	%	%	%	%	%	%
Child walked all the way	84	33	6	26	(25) <sup>1</sup>	(25)
Child travelled by private car	3	48	3	3	0	0
school bus	*	1	75	13	0	0
service bus	1	3	4	44	0	0
bicycle	0	0	0	0	(75)	0
other transport	0	1	2	0	0	(69)
Child did not go straight home from school	12	14	11	17	0	(6)
	100	100	†	†	100	100
BASES - All children who went to school on last school-day (weighted)	1075	307	125	77	4	16

\*Indicates less than 0.5% in this cell.

†Percentages do not add to 100 because some children used more than one form of transport.

<sup>1</sup>These percentages are bracketted because they are based on less than 50.

Very few children who were not taken to school by car were collected by car, and even amongst those who *were* taken by car, less than half were collected by car and most of the remainder walked home. Again, many of the children who travelled to school by service bus (i.e. one provided for the general public) walked all the way home, though children who went to school on a bus provided for school-children were very much more likely to travel home by the same bus.

With the exception of most of the children who travelled to and from school by private car, almost all the children in the sample walked at least part of the way to and from school. The amount of walking done is shown in table 5.3.

The amount of walking done on the journey to and from school is largely independent of the age of the child. Taken together with table 5.1 this indicated that children of 5, 6, 7 and 8 years of age have very similar journeys to school, an understandable

Table 5.3 The amount of time spent walking to and from school analysed by the age of the child

Amount of time spent walking	To School				From School			
	Age of child (in years)				Age of child (in years)			
	5	6	7	8	5	6	7	8
	%	%	%	%	%	%	%	%
None	19	22	18	18	14	15	12	7
Less than 5 minutes	19	14	14	20	13	11	9	13
5-9 minutes	26	26	26	25	22	21	20	20
10-14 minutes	16	21	23	23	14	16	25	16
15-29 minutes	19	15	18	13	19	23	20	21
30 minutes or more	*	2	1	0	4	4	4	6
Question not answered	*	*	0	1	0	0	0	0
Child did not go straight home from school	-	-	-	-	14	10	10	17
	100	100	100	100	100	100	100	100
BASES - All children who went to school on last school-day (weighted)	408	465	389	334	408	465	389	334

\*Indicates less than 0.5% in this cell.

result as many schools cater for the entire range and even where the infant and junior schools have separate buildings they are often adjacent. The average time spent walking is slightly longer for the return journey than for the journey to school, a direct consequence of the finding in table 5.2 that a third of the children who were taken to school by private car and a quarter of those who went all or part of the way by service bus walked all the way home. About 20% of children walk for more than 15 minutes on their way to school (and about 25% on the way home); this probably represents a distance of between a half and three-quarters of a mile.

The children who do not walk at all on their way to and from school must be in the company of an adult throughout the journey (except for the 4 children who cycle), but for the others we were interested in whether, while they were on foot, they were accompanied by an adult, by another child or were by themselves.

The proportion of children who are accompanied by their mother decreases rapidly as they become older and these children then go to school on their own or with an older child. Very few are accompanied by an adult other than their mothers; there do not seem to be many cases in which a group of mothers have organised a rota for walking to school with the children, though it is possible that such rotas do exist among those mothers whose children are taken to school by private car.



Even when allowance is made for the children who did not go straight home, table 5.4 indicates that many children who are taken to school by their mothers come home by themselves.

Table 5.4 Persons accompanying a child while walking on his way to and from school analysed by the age of the child

	To School				From School			
	Age of child (in years)				Age of child (in years)			
	5	6	7	8	5	6	7	8
	%	%	%	%	%	%	%	%
Child did no walking at all	18	21	17	17	14	15	11	7
Accompanied by mother <sup>1</sup>	43	24	21	13	36	21	15	3
father	2	2	1	0	1	*	*	0
other adult	3	4	3	2	4	3	3	2
child over 10 only	2	4	4	5	*	2	1	*
child 10 or under only <sup>2</sup>	26	35	43	44	19	26	43	42
Child walked by himself	6	10	11	19	11	23	16	25
Mother didn't know whether child was accompanied or not	0	0	0	0	*	0	1	4
Child did not come straight home from school	-	-	-	-	14	10	10	17
	100	100	100	100	100	100	100	100
BASES - All children who went to school on last school-day (weighted)	408	465	389	334	408	465	389	334

\*Indicates less than 0.5% in this cell.

<sup>1</sup> "Mother" has been given priority over "father" and "father" over "other adult". Thus if a child was accompanied by his mother and a neighbour he is recorded here as being accompanied only by his mother.

<sup>2</sup> Almost all these children were aged between 8 and 10 years (inclusive).

From table 5.4 it is apparent that numbers of children go to school by themselves or in the company of other young children. It can be argued that this is dangerous in any circumstances as a child who is on his own may dash into the road even though there is no need for him to cross it. However, it becomes more important where a child has to cross roads on his way to or from school, so we asked all mothers whether there were any roads to be crossed on the journey to and from school, whether these roads were busy, and whether there was anyone at the crossing to help the child across. Although these questions were asked about all the children, table 5.5 is concerned just with those who made both journeys unaccompanied or accompanied only by a child less than 9 years old.

In this, as in other questions (see page 33), the mother's own definitions of "busy" were accepted. This table can be sum-

Table 5.5 Road-crossings on journey to and from school analysed by the age of the child

Details of road-crossing on journey to and from school	Age of child (in years)			
	5	6	7	8
	%	%	%	%
At least one crossing of a busy road at which there was no-one to help (e.g. crossing patrol, traffic warden)				
Child was walking by himself	2	3	3	5
Child was walking with other child under 9	4	6	8	10
Child was walking with adult or child aged 9 or over	34	30	33	28
Someone to help (e.g. crossing patrol) at all crossings of busy roads	22	26	24	22
Child crossed roads but none were busy	16	16	13	17
Child crossed no roads at all (incl. children who were taken door-to-door by car or bus)	20	17	16	18
Question not answered	2	2	3	0
	100	100	100	100
BASES - All children who went to school on last school-day (weighted)	408	465	389	334

marised thus - during the journey to and from school on the day preceding the interview 10% of children aged between 5 and 8 years crossed a road which their mothers considered to be busy without help from anyone over the age of 8.

So far in this chapter we have considered only the effect of children's age on the kind of journeys which they make to and from school each day, but for the remainder of this chapter an attempt will be made to determine which other characteristics of the child, his family and the area in which he lives, are relevant.

It is sometimes suggested that girls are more often accompanied to and from school than are boys. Table 5.6 gives the data obtained in this survey analysed by the sex of the child.

Boys were more likely than girls to have done no walking at all on the journey to or from school, but those boys who did walk at least part of the way were more likely to have been on their own. Girls were more often escorted to and from school by their mothers. The differences in table 5.6 are not very large; other tables (not given here) show that boys and girls have journeys to school which are almost identical, apart from the extent to which they are accompanied. The average journey to school of a child living in one of the conurbations varies quite considerably from that of a child in a rural area. This is shown in detail in tables 5.7, 5.8 and 5.9.

**Table 5.6 Persons accompanying a child while walking on his way to and from school analysed by the sex of the child**

	To School		From School	
	Boys	Girls	Boys	Girls
	%	%	%	%
Child did no walking at all	20	17	14	10
Accompanied by mother	24	28	17	22
father	1	1	*	1
other adult	2	4	4	2
child over 10 only	4	4	1	1
child 10 or under only	36	37	30	34
Child walked by himself	13	9	21	16
Mother didn't know whether child was accompanied or not	0	0	1	1
Child did not come straight home from school	-	-	12	13
	100	100	100	100
BASES - All children who went to school on last school-day (weighted)	844	752	844	752

\*Indicates less than 0.5% in this cell.

**Table 5.7 Means of transport used by children on their journeys to and from school analysed by the type of area in which the child lives**

	To School			From School		
	Type of area in which child lives			Type of area in which child lives		
	Conurbation	Other urban	Rural	Conurbation	Other urban	Rural
	%	%	%	%	%	%
Child walked all the way	76	68	56	73	66	54
Child travelled by private car	17	19	23	9	13	12
school bus	3	8	13	3	7	10
service bus	4	5	5	3	3	5
bicycle	*	*	*	*	*	*
other transport	0	1	3	*	*	3
Child did not go straight home from school	-	-	-	12	12	15
	†	†	†	†	†	†
BASES - All children who went to school on last school-day (weighted)	499	718	379	499	718	379

\*Indicates less than 0.5% in this cell.

†Percentages do not add to 100 because some children used more than one form of transport.

Table 5.8 The amount of time spent walking to and from school analysed by the type of area in which the child lives

Amount of time spent walking	To School			From School		
	Type of area in which child lives			Type of area in which child lives		
	Conurbation	Other urban	Rural	Conurbation	Other urban	Rural
	%	%	%	%	%	%
None	17	18	26	9	13	16
Less than 5 minutes	11	18	22	8	13	14
5-9 minutes	31	23	24	21	19	22
10-14 minutes	24	21	15	20	16	18
15-29 minutes	15	19	11	25	23	11
30 minutes or more	2	1	1	5	4	4
Question not answered	*	0	1	0	0	0
Child did not go straight home from school	-	-	-	12	12	15
Mean time spent walking (in mins)	100	100	100	100	100	100
BASES - All children who went to school on last school-day (weighted)	9.6	9.4	7.0	13.0	11.5	9.3
	502	719	375	502	719	375

Table 5.9 Persons accompanying a child while walking on his way to and from school analysed by the type of area in which the child lives

	To School			From School		
	Type of area in which child lives			Type of area in which child lives		
	Conurbation	Other urban	Rural	Conurbation	Other urban	Rural
	%	%	%	%	%	%
Child did no walking at all	17	17	25	9	12	16
Accompanied by mother	30	27	19	20	23	14
father	1	1	1	1	*	0
other adult	2	3	3	5	3	1
child over 10 only	4	4	3	*	1	1
child 10 or under only	35	37	38	33	30	33
Child walked by himself	11	11	11	20	18	18
Mother didn't know whether the child was accompanied or not	0	0	0	1	1	1
Child did not come straight home from school	-	-	-	11	12	16
BASES - All children who went to school on last school-day (weighted)	100	100	100	100	100	100
	502	719	375	502	719	375

\*Indicates less than 0.5% in this cell.

Although children in rural areas are less likely than are children living in conurbations or urban areas outside conurbations to walk all the way to or from school, even in rural areas more than half walk all the way. Children in country districts are more likely to travel in a private car or a bus, particularly buses run specially for school-children. It should not be assumed that, because in table 5.7 the percentages who walk from school are almost equal to the percentages who walk to school that these are necessarily the same children and that it is those who use some form of transport for the journey to school who do not go straight home at the end of the day. As shown in table 5.2 this is not so; many children who were taken to school by car walked home etc.

As might be expected from the finding that children in rural areas are less likely to walk all the way to school than are their urban counterparts, the length of time spent walking to and from school differs between conurbations, other urban areas and rural areas. Apart from those children in rural areas who did no walking at all, the others had shorter walks than did urban children. This is because of the larger proportion who make use of some kind of transport in rural areas, in contrast to the numbers who walk all the way in urban areas, both in conurbations and outside.

One slightly surprising fact which emerges from table 5.9 is that the proportion of children who are accompanied to and from school by an adult, whether on foot or by car, is fairly constant in all three types of area, just over half for the journey to school and about a third for the journey home.

The incidence of car-ownership is generally higher amongst people in the higher social classes than in the lower social classes. It is therefore reasonable to suppose that the children of the high social class families will be more likely to travel to and from school by private car than are other children. That this is indeed so and the other forms of transport used are shown in table 5.10.

As expected, children from the higher social classes are the group most likely to go to and from school by car, this seems to be instead of walking rather than making use of buses. It is possible however that these children live further away from their schools than do the walkers, but we have no direct information on the distances involved. Also children from higher social classes are less likely to walk all or part of the way to and from school by themselves or with other primary school pupils, but even in social class I (mainly professional people) more than a third of children do this.

In all social classes some children are taken to school by an adult but make their own way home or are accompanied by

Table 5.10 Means of transport used by children on their journeys to and from school analysed by their families' social class (from fathers' occupation)

	To School					From School				
	Social class of family					Social class of family				
	I	II	III	IV	V	I	II	III	IV	V
	%	%	%	%	%	%	%	%	%	%
Child walked all the way	46	43	61	79	72	49	49	61	73	67
Child travelled by private car	45	43	27	11	8	28	28	15	5	6
school bus	5	8	8	6	13	5	7	9	4	9
service bus	5	7	4	4	6	4	6	2	3	4
bicycle	0	1	*	0	*	0	1	*	0	*
other trans- port	0	2	1	1	2	0	2	1	1	2
Child did not go straight home from school	-	-	-	-	-	15	8	13	14	12
	†	†	†	†	†	†	†	†	†	†
BASES - All children who went to school on last school-day and whose fathers' could be allocated to a social class (weighted)	168	106	313	622	272	168	106	313	622	272

\*Indicates less than 0.5% in this cell.

†Percentages do not add to 100 because some children used more than one form of transport.

Table 5.11 Persons accompanying a child while walking on his way to and from school analysed by his family's social class (from father's occupation)

	To School					From School				
	Social class of family					Social class of family				
	I	II	III	IV	V	I	II	III	IV	V
	%	%	%	%	%	%	%	%	%	%
Child did no walking at all	39	43	23	10	11	27	27	14	6	9
Accompanied by mother	21	18	24	27	32	18	17	17	20	24
father	1	0	2	1	1	0	0	*	*	1
other adult	1	6	4	3	1	2	0	5	3	4
child over 10 only	1	1	5	4	4	1	1	1	*	3
child 10 or under only	30	28	31	44	38	27	26	29	37	28
Child walked by himself	7	4	11	11	13	10	20	20	19	18
Mother didn't know whether child was accompanied or not	0	0	0	0	0	*	1	1	1	1
Child did not go straight home from school	-	-	-	-	-	15	8	13	14	12
	100	100	100	100	100	100	100	100	100	100
BASES - All children who went to school on last school-day and whose fathers could be allocated to a social class (weighted)	168	106	313	622	272	168	106	313	622	272

\*Indicates less than 0.5% in this cell.

friends of about their own age, so the journey home may be more hazardous than that to school. This may be of some relevance when considering the merits of Greenwich Mean Time, or British Standard Time. On the earlier tables in this chapter there was one line which read "child did not go straight home from school". About one in eight of the sample had not gone straight home on the day in question for a variety of reasons. Eight year olds were less likely than younger children to have gone straight home, and children in rural areas also delayed their journey home, but the differences between the various groups were not large. Of the 202 (weighted) children who had not gone straight home, 27% had gone to the shops, 26% had gone to a friend's house and 17% to a relative's while 6% had gone to a park or playground. Although there was a higher proportion of children who lived in rural areas amongst those who had not gone straight home, these children were not more nor less likely to have spent their time in any particular way than were the other children.

After they had answered the questions about their child's journeys to and from school on the previous school-day, informants were asked whether the child always walked or cycled along the same route and the reasons for doing so. In some areas the local school has worked out the safest route for each child, a route which involves the minimum number of crossings or only crossings where a patrolman or traffic warden is on duty, or it is possible that the parents of the child will themselves have worked out such a route. In the initial stages of the enquiry interviewers were asked to obtain very precise answers to the question "Why does he go this way?" but this led to difficulties when the children lived very near the school or where the home and school were both on the same street. Consequently for the main enquiry the answer "It's the only way possible" was accepted without further questioning. Of the children who had walked at least part of the way to school on the previous day, over 93% were said always to go by the same route. The reasons for choosing these routes are shown in table 5.12.

Approximately half of the informants stated that the route which their children habitually took to school was the only route possible. Another third said that it was the quickest or shortest route. Road safety reasons for choosing it were given by nearly one sixth, with mothers of younger children slightly more likely to give this as a reason than mothers of older children. Small numbers of mothers gave other reasons, the proportion mentioning "habit" increasing with the age of the child as might be expected when the child has been attending school for longer. Mothers of girls were rather more likely than mothers of boys to say that the route was selected for reasons of safety (e.g. from assault) other than from traffic.

Table 5.12 Reasons for choosing route to school analysed by age and sex of child

Reasons for choosing route	Age of child (in years)				Sex of child	
	5	6	7	8	Boys	Girls
	%	%	%	%	%	%
Only route possible	50	53	50	45	51	48
Quickest, shortest, most direct route	34	28	29	34	32	31
Safest route in terms of road safety (e.g. fewer roads to cross, lollipopman on duty)	15	18	13	11	15	14
Safest route, not for road safety reasons (e.g. other route is through wood)	2	1	2	3	1	3
Most other children go this way	1	1	3	3	1	3
Habit, no particular reason	3	6	7	7	6	5
Other reason	1	1	3	2	1	4
	†	†	†	†	†	†
BASES - All children who always walk the same route to school (weighted)	317	340	285	262	614	590

†Percentages do not add to 100 because some children gave more than one reason.

So few children were said to vary the route which they took to school that the reasons for varying the route are not given here.

Although children whose fathers were in a higher social class were more likely than others to be taken to school by car, as shown in table 5.10, those who walked at least part of the way were said to have chosen the route for much the same reasons as the children from a lower social class.

In previous tables in this chapter it has been shown that many children did not go straight home from school for a variety of reasons. We asked also whether the children had gone outside the house and garden after reaching home on the previous school-day and if so, where they had gone because we wanted some estimate of the number of children who were away from their own homes at times which might coincide with the local rush-hour. 61% of all the school-children in the sample had left their own homes and gardens at some time after getting home from school on the day before the interview. This is in addition to the 13% who went somewhere between leaving school and getting home. Taking the two possible times for being away from the house together, 25% of school-children went to a friend's or relative's house, 17% played in the street, 12% played in a park or fields, and 8% went to shops near their homes. The numbers in each age group who go to these places show very small variations, with slightly more 8 year olds than 5 year olds going out after reaching home.



## SUMMARY

Two-thirds of all school-children walked all the way to and from school on the last school-day preceding the interview. The proportion who walked is unaffected by the age of the child, but children living in rural areas and children in the higher social classes are less likely to walk.

Only 4 children in the entire sample of 1037 who attended school on the previous day cycled to school.

About two-thirds of the children in the sample had a walk of less than 10 minutes on their way to school.

Between one third and two thirds of children walked either by themselves or with other children aged 10 or less on their way to school, the actual proportion depending on the age of the child, with more of the younger children being accompanied by an adult. The proportion who were not accompanied by an adult shows no variation between rural and urban areas, but rather more children in the higher social classes were accompanied by an adult. Very few children who walked to school were accompanied by an adult who was not their mother, though some of those who went by car may have been driven by their father or another adult.

The route along which a child walks is almost always chosen because it is the quickest or only possible route, but 15% of those who always walk along the same route were said to have chosen it because it was the safest in terms of the number of crossings involved, the supervision of such crossings or the existence of a pavement.

Three-quarters of all the school-children in the sample had, on the previous day spent some time after school-hours playing away from home, visiting friends or relatives or going to a shop.

## CHAPTER 6

### INSTRUCTION IN ROAD SAFETY

Reference has been made earlier in this report (page 30) to a survey of primary schools which was carried out by the Road Research Laboratory. One of the questions in this survey was "In your opinion, who should play the main part in the road safety training of children between the ages of 5 and 11? Should it be the police, the parents, the school or someone else?" In the primary school survey this question was addressed to head teachers, in the current survey the identical question was put to mothers of school-age children so that some comparisons could be made between the 2 groups as to the division of responsibility they thought appropriate. Although the questions were identical in wording, 2 points should be remembered when comparing the 2 sets of answers. The first is the difference in the methods of administering the question. The primary schools questionnaire was sent to teachers by post, they filled it in following written instructions and returned it. The study of mothers on the other hand was an interview survey and the questions were all put orally, though the interviewer could repeat the questions as often as the informant wished. This may have led to the order in which the alternatives were listed, viz. police, parents, schools, influencing the mothers' answers more than the teachers'. In addition, the list of alternatives given to mothers was "The police, the parents, the school or someone else" while that for the teachers was "Police, parents, school, civilian road safety officer or other person", so that the mothers had only three specified choices while the teachers had four. In fact "civilian road safety officer" was nominated by 3% of teachers. The second point is that, although the question specifically states the age range of 5 to 11, all the previous questions in the mothers' survey had related to a child aged 5-8 years and in some cases the mothers may have answered this question in relation to this particular child. The distribution of answers by teachers and mothers is shown in table 6.1.

The two samples show considerable agreement with the majority of both teachers and mothers saying that the parents should play the main part in road safety training. Both groups put the school as second in importance with the police a very close third. In view of the differences in the question wording etc. no great reliance can be placed on the fact that 75% of mothers thought that parents should play the main part in training while only 68% of teachers were of this opinion. Thus the majority of mothers accept that theirs is the main responsibility

Table 6.1 "In your opinion, who should play the main part in the road safety training of children between the ages of 5 and 11? Should it be the police, the parents, the school or someone else?"

Main part should be played by -	Sample of head teachers of primary schools	Sample of mothers of children aged 5-8 years
	%	%
Police	10	8
Parents	68	75
School	11	9
Police and parents equally	*	1
Police and school equally	*	1
Parents and school equally	3	4
Other answers	8	2
	100	100
BASES - (unweighted)	1275	1123

\*Indicates less than 0.5% in this cell.

for teaching children how to use the roads in safety; the next stage is to find out how they discharge it. All informants were asked whether the child selected at the beginning of the interview was able to cross on his own the road outside the house and, if not, whether there were any roads which he could cross on his own. For those children who could cross a road we asked whether they had learned just by watching other people or whether their mothers had tried to teach them. By suggesting that children could learn by example only and by putting this first we hoped to minimize the number of mothers who claimed that they had taught the child though in fact they had not. Seven per cent of children who could cross roads by themselves were said to have learned by watching other people. In theory it is possible that a child will be taught to cross roads solely by someone other than his mother but in practice this did not happen, so table 6.2 includes only those who were taught by their mothers.

Table 6.2 Proportion of children of various ages who were able to cross a road and who had been taught to do so.

	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Child able to cross road, taught to do so	23	49	64	76	88	91	93
Child able to cross road, learned by watching	4	4	6	9	6	5	6
Child not yet able to cross road	73	47	30	15	6	4	1
	100	100	100	100	100	100	100
BASES - All children (weighted)	400	420	511	475	490	423	358

The proportion of children who can cross a road but who learned to do so by watching other people is steady throughout the age range 2 to 8 years although the proportion who can cross a road, regardless of whether they have been taught or not, increases rapidly with age. By the age of 8, 99% of children are able to cross at least one road by themselves, but even at 2 years of age a quarter of children are doing so.

Besides instruction on crossing roads, we asked also whether the child had been taught anything else about road safety by his mother. The answers to these questions have been combined in tables 6.3 and 6.4

A general point which should be remembered when considering the significance of the figures in tables 6.3 and 6.4 is that the questions were open, i.e. the informants were asked what instruction they had given their children, not whether they had taught them to look both ways etc. so the answers were all given spontaneously. The advantage of this method of questioning is that it minimises the chance that an informant will give "acceptable" answers, but it does mean that failure to mention a particular instruction may imply that the informant has forgotten that she gave it rather than that she did not give it.

Because of the extremely small number of children aged 6 or over who are not allowed to cross any roads by themselves the

Table 6.3 Road safety instruction given to children of various ages who are able to cross at least one particular road by themselves

Child told to -	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Look both ways before crossing	65	83	84	85	85	89	85
Stop at the kerb	30	29	19	37	31	35	35
Cross at pedestrian crossings	14	16	21	24	27	33	27
Not to play in the road	14	17	21	12	14	16	14
Not to cross behind parked vehicles	6	16	20	31	30	31	28
Not to run across or into the road	9	14	13	13	12	20	14
To walk quickly when crossing the road	3	5	10	14	10	16	13
Not to cross the road alone	13	8	4	6	13	8	7
Not to cross at a corner	0	1	3	4	2	5	1
To listen for cars before crossing	2	5	3	5	8	4	4
Generally to watch out, be careful	14	10	18	22	17	17	16
No instruction at all given	9	2	2	1	2	0	1
	†	†	†	†	†	†	†
BASES - All children who are able to cross at least one road by themselves (weighted)	111	222	356	403	460	408	354

†Percentages do not add to 100 because some mothers gave more than one instruction.

Table 6.4 Road safety instruction given to children of various ages who are not yet able to cross any roads by themselves

Child told to -	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Look both ways before crossing	59	80	91	88	(90)	(93)	(50)
Stop at the kerb	28	28	45	38	(40)	(40)	(25)
Cross at pedestrian crossings	9	21	24	18	(30)	(27)	(75)
Not to play in the road	17	14	22	19	(23)	0	0
Not to cross behind parked vehicles	4	11	13	22	(20)	(20)	0
Not to run across or into the road	7	13	12	8	(13)	0	0
To walk quickly when crossing the road	6	9	9	11	(13)	(20)	0
Not to cross the road alone	9	14	12	7	0	(7)	0
Not to cross at a corner	1	2	1	1	0	0	0
To listen for cars before crossing	2	5	4	6	(10)	0	0
Generally to watch out, be careful	8	13	5	8	(23)	(20)	(25)
No instruction at all given	21	6	0	1	0	0	0
BASES - All children who are not yet able to cross any road by themselves (weighted)	†	†	†	†	†	†	†
	289	198	155	72	30	15	4

†Percentages do not add to 100 because some mothers gave more than one instruction.

() Indicates percentages are based on less than 50.

figures in the 3 right-hand columns of table 6.4 are not very reliable. Considering tables 6.3 and 6.4 together it seems that the important factor in deciding what a child should be taught is his age and not his judged capability of crossing roads by himself. Thus the differences between the equivalent cells in the 2 tables are quite small. Most of the instructions mentioned by mothers are given to children of all ages, e.g. although only one in 7 mothers said that they had told their children not to run across or into the road, the proportion remained constant throughout the age range and was independent of whether or not the child was able to cross roads by himself. On the other hand the proportion of children who had been told to cross at pedestrian crossings and not to cross behind parked vehicles increased considerably with the age of the child, perhaps because very young children are thought unable to understand these instructions.

The average number of instructions mentioned by a mother is just under 2.5. The younger children are given slightly fewer instructions (as follows from the previous paragraph).

Almost all children had been taught to look both ways before crossing a road, but a much smaller number had been taught to stop at the kerb first. Of course, both of these instructions feature in the recommended kerb drill, but if a mother said

"The kerb drill" in answer to the question on the instructions which she gave her child, she was asked to explain this further, to say what she understood to be meant by "kerb drill". It is interesting that stopping at the kerb, which is arguably the most important part of the drill<sup>1</sup> in that it enables drivers to see a child who is about to cross, was omitted so often from the account of instructions given.

The way in which a child is taught to cross a road is also important. Again, this was asked as an open question and the answers are given in table 6.5.

The most striking result in this table is the lack of variation with age; children of all ages have been taught in the same way, reasonably enough as most of the instruction will have been in the past. On the other hand, those children who are able to cross roads on their own are more likely to have been shown how to cross rather than just told; almost two-thirds of the crossers had been shown, compared to just over one-third of the non-crossers. It seems that some mothers tell their children how to cross roads, but do not shown them what to do until shortly before the mother assesses that the child is almost ready to cross by himself. We asked mothers what made them decide to teach the child in the way they had chosen, but the answers were very vague and could not be classified. The only answer which emerged was that this was the only way that the informant could think of, that it seemed the obvious way.

The mothers of those children who were able to cross roads on their own were also asked whether the children had been taught to cross one or 2 particular roads or several different roads there was some evidence from the interviewers that this question was not easily understood. A child who has been taught to cross several different roads is more likely to be able to cross a strange road in safety than is one whose experience and training have been on one or two roads only. The answers to this question are presented as table 6.6.

The pattern here seems to be that at an early age children are taught to cross one or 2 particular roads at first, but as they grow older they are taught to cross several roads. By the age of 5, the age at which most children start school, most mothers who think in the terms of the question will have introduced their children to several different road-crossings. There is however a sizeable minority, about a quarter, of children who even by the time they are 8 years old have still been taught to cross only one or 2 roads. On the other hand, about a third of the 2 year olds

---

<sup>1</sup> In an unpublished survey by the Road Research Laboratory (RRL Technical Note TN595 - Developing a Crossing Code: (1) Assessing Priorities for Items to be Included by D. Sheppard) a sample of mothers placed "Stop (before stepping off the path)" as the second most important instruction in Road Safety for Children aged 5-7 years.

Table 6.5 Ways in which children of various ages were taught to cross roads  
(Q.P33b and P34b, W17b and W18b)

(i) Children who can cross at least one road

Ways in which child was taught	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Mother showed child what to do	50	63	60	65	63	68	60
Mother told child what to do	33	29	29	29	27	27	31
Mother let child take her across the road	8	5	8	7	10	8	8
Mother and child watch road safety programmes on T.V. (1)	1	4	4	5	4	3	2
Child learned by watching mother and other people (no instruction)	15	8	8	10	6	6	7
Other, vague answers	14	6	10	4	8	8	6
	†	†	†	†	†	†	†
BASES - All children who are able to cross at least one road by themselves (weighted)	109	222	356	403	460	408	354

(ii) Children who are not yet able to cross any roads by themselves

Ways in which child was taught	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
Mother showed child what to do	28	36	37	38	(40)	(60)	(50)
Mother told child what to do	39	42	54	44	(30)	(13)	(50)
Mother let child take her across the road	3	11	10	14	(7)	(20)	0
Mother and child watched road safety programmes on T.V. (1)	5	4	5	4	(13)	0	0
Mother has not yet started to teach child to cross roads	28	14	4	3	0	0	0
Other vague answers	10	8	14	14	(17)	(17)	0
	†	†	†	†	†	†	†
BASES - All children who are not yet able to cross any road by themselves (weighted)	289	198	155	72	30	15	4

†Percentages do not add to 100 because some children were taught in more than one way.

() Indicates percentages are based on less than 50.

(1) These included special programmes such as those featuring Tufty or Fanta, short films put out by C.O.I. and road safety items in general programmes such as Magpie and Blue Peter.

who had been taught to cross the road and were able to do so on their own were reported by their mothers to have been taught to cross several different roads.

It was shown in table 2.9 that children from families in the higher social classes are somewhat less likely to play in the

Table 6.6 Answers to "Have you taught him to cross one or 2 particular roads or several different roads?" analysed by the age of the child

Child has been taught to cross -	Age of child (in years)						
	2	3	4	5	6	7	8
	%	%	%	%	%	%	%
One or 2 particular roads	60	43	35	28	24	22	25
Several different roads	37	55	63	71	75	77	73
Question not answered	3	2	2	1	1	1	2
BASES - All children who are able to cross at least one road by themselves and have been taught to do so (weighted)	100	100	100	100	100	100	100
	93	204	327	361	433	385	331

street than are those from lower class families. When it comes to crossing roads the differences between classes in the proportion who are allowed to cross by themselves are even smaller, though in the same direction. Neither is there much distinction between the social classes in the instruction in road safety which they give their children. Nine per cent of mothers in social class V said that their children had learnt to cross the road by watching others do so, compared with 3% of those in social class I, but apart from this, instruction given was independent of social class, both in terms of the content of the instruction and the manner in which it was given.

Though the availability of a motor vehicle for her family's use shows very little influence on the instruction on road safety which a mother gives her child, her own (as opposed to her husband's) possession of a full driving licence shown some interesting correlation with the instruction she gives. Unfortunately, because of a misunderstanding, not all informants were asked whether they had a licence, but for those who were asked the question the results are given in table 6.7.

There are some interesting differences in this table. For both age groups mothers with driving licences are more likely to consider it necessary to teach children to stop at the kerb and to walk quickly when crossing the road. Also the non-driving mothers of the younger children are less likely than the other 3 groups to tell their children not to cross behind parked vehicles. A possible explanation for this is that it is the driving mothers of the younger children who are different, that, although these under-fives are unable to understand what is meant by "not crossing behind parked vehicles" the mothers who drive themselves are so aware of the dangers of children dashing out from a line of parked cars that they warn the children about it anyway. The



Table 6.7 Road safety instruction given to children who are able to cross at least one particular road by themselves analysed by their mothers' possession of driving-licences.

Child told to -	2-4 year olds		5-8 year olds	
	Mother has full driving licence	Mother does not have full driving licence	Mother has full driving licence	Mother does not have full driving licence
	%	%	%	%
Look both ways before crossing	81	80	86	86
Stop at the kerb	28	23	42	32
Cross at pedestrian crossings	17	19	30	27
Not to play in the road	23	18	15	14
Not to cross behind parked vehicles	30	14	31	30
Not to run across or into the road	12	14	15	14
To walk quickly when crossing the road	14	6	17	12
Not to cross the road alone	8	7	7	10
Not to cross at a corner	2	2	5	2
To listen for cars before crossing	7	3	6	5
Generally to watch out, be careful	17	14	19	17
No instruction at all given	3	3	1	1
	†	†	†	†
BASES - All children who are able to cross at least one road by themselves and whose mothers answered question on licences (weighted)	121	497	403	1,191

†Percentages do not add to 100 because some children were given more than one instruction.

instruction given to children who are as yet unable to cross the road by themselves follows much the same pattern. It may be that the differences which are here attributed to driving experience are in fact due to a third factor, such as intelligence, which is related to both driving experience and road safety instruction.

The hazards to children from roads in rural areas are different from those in urban areas, e.g. in city streets there are more likely to be parked cars lining the street, and so it is feasible that the instructions given to children will to some extent reflect the type of area in which they live.

Children living in rural areas are less likely than others to be told to use pedestrian crossings, probably because the crossings themselves are a rarity in these areas. The only other instruction which shows the same variation in both age groups is not to cross behind parked vehicles, a warning which is given to more children living in urban areas outside the conurbations than to other children. Again this may reflect the conditions in the area, that parking restrictions are less outside the conurbations, while in rural areas cars are more easily parked off the road.

Table 6.8 Road safety instruction given to children who are able to cross at least one particular road by themselves analysed by the type of area in which they live

Child told to -	2-4 year olds			5-8 year olds		
	Conurbation	Other urban area	Rural area	Conurbation	Other urban area	Rural area
	%	%	%	%	%	%
Look both ways before crossing	83	80	79	88	84	87
Stop at the kerb	24	23	25	35	30	41
Cross at pedestrian crossing	22	18	10	32	31	16
Not to play in the road	18	21	14	14	14	15
Not to cross behind parked vehicles	14	20	12	24	36	28
Not to run across or into the road	13	12	14	13	17	13
To walk quickly when crossing the road	9	5	8	12	14	14
Not to cross the road alone	7	8	3	11	10	4
Not to cross at a corner	1	3	1	3	4	1
To listen for cars before crossing	4	2	6	4	5	8
Generally to watch out, to be careful	14	17	12	16	19	18
No instruction at all given	2	4	6	1	2	1
	†	†	†	†	†	†
BASES - All children who are able to cross at least one road by themselves (weighted)	251	313	125	540	719	366

†Percentages do not add to 100 because some children were given more than one instruction

On page 64 it was stated that most mothers were unable to tell us what made them decide to teach their children road safety in a particular way. One scheme which aims at teaching very young children road safety and giving their mothers guidance on teaching is the Tufty Club run by the Royal Society for the Prevention of Accidents (RoSPA). The "Tufty" of the title is a small red squirrel who, along with his many animal friends, has many adventures all of which point to some aspect of road safety (or occasionally safety in the home). Any child who sends the required sum of money (in 1970 it was 2s 6d) to RoSPA will receive an illustrated book of these stories and a membership badge for the Club. The stories are quite short and are intended as bedtime or other stories for a mother to read to a young child. In addition to this national organisation, in many areas volunteers run local Tufty clubs with the primary aim of teaching children of all ages under 7 to behave sensibly and safely on the roads. We asked the sample of mothers whether they had ever heard of the Tufty Club and, if they said that they had heard of it, we asked what it did and how children could become members of it. The purpose of the first of these questions is obvious, the second was intended to ascertain how many mothers were aware that Tufty Clubs were run at a local level and how many knew

only of the national organisation. As we were interested in the extent of knowledge about Tufty Clubs amongst women with young children, there was no need to reweight the figures so that we could relate the knowledge to the children themselves.

Of the 2,017 women interviewed 81% claimed to have heard of the Tufty Club. Of those who had heard of the Club, 52% mentioned television as the source of their information, 12% had heard of it from friends or relatives, 11% through their children's school, play-group etc. and 8% had seen it mentioned in comics or magazines. Ten per cent were unable to say where they had first heard of it. When examining the answers to "What does it do?" answers which mentioned any aspect of road safety were accepted as correct; 55% of the mothers who had heard of the Tufty Club gave correct answers, 42% admitted that they did not know and the remainder gave wrong or vague answers. Knowledge of the method of enrolling children as members was even less widespread, with 63% saying that they did not know, 15% mentioning the local club (all local clubs are affiliated to the national organisation), a further 15% mentioning the national organisation only (e.g. "you fill in the form in the comic") and the remaining 7% giving vague answers from which it was not possible to tell whether they referred to the local or national organisation. There seems to be very little general knowledge about the Tufty Club and its aims. The local clubs are run by volunteers; sometimes school teachers, road-safety officers, girl guides etc. but many are run by mothers who are concerned about road safety. It is possible that with more publicity (less than half the women in the sample knew that it was connected with road safety) more volunteers would come forward to run the local clubs and the whole scheme could be expanded.

## SUMMARY

Three-quarters of mothers of children aged 5-8 accept that parents have the main responsibility for teaching children road safety.

Almost all the children in the sample had had some instruction in road safety. The type of instruction given varied a little with the age of the child, but hardly at all between children who could or could not cross roads by themselves. The most common instruction was to look both ways, mentioned by almost all the informants who had taught their children at all, but only a third said they told their children to stop at the kerb.

Children who could cross the road had been shown by their mothers how to cross, but those unable to cross had only been told what to do.

Older children are more likely to have been taught to cross several different roads, younger children more likely to have been taught on only one or 2 roads.

Women with driving-licences seem to place more emphasis on stopping at the kerb, walking quickly when crossing the road and crossing away from parked vehicles.

The instruction given to children in different types of area (urban or rural) reflects the hazards of the area.

Knowledge of the Tufty Club organisation was not widespread. Although four-fifths of women claimed to have heard of it, only half of these knew it was concerned with road safety and only a third could describe the method of enrolling children in the club.

## CHAPTER 7

### WHERE DO CHILDREN SIT IN THE FAMILY CAR; AND WHAT USE IS MADE OF REINS FOR CHILDREN

Apart from the instruction given to young children on road safety and the extent to which young children are allowed to play in the streets, there were two other indicators of road safety consciousness in the survey. One of these is the seating arrangements which a woman makes for her children when out in the family car. It is generally accepted by experts that the safest place for children in a car is on the back seat so we asked all car-owners where their children sat in the car. The question was restricted to the 61% of the sample who were car-owners because in other types of vehicle the safest place may not be the back seat, for instance in the pilot survey a woman told us that her children always sat in the front of her land-rover because she was afraid that they might stand up in the open back and be thrown out if the vehicle jerked. The actual question we used to discover where in the car the children travelled was "If the children are in the car and the only adult is the driver, where do the children usually sit?" The condition that the only adult should be the driver was included because it was clear from observation that a common seating arrangement is for the father of the family to drive, his wife to sit beside him and the children to sit in the back, an arrangement which may be dictated by personal preference rather than any regard for safety. We asked also for the particular seating plan followed by the family. Overall, 67% of mothers in car-owning families said that all their children usually sat in the back of the car, 12% said that their children sat in the front, 13% said that one or more of their children sat in the front and the rest in the back, 1% said their children never travelled in the car with only one adult and the remaining 7% said that their children sometimes sat in the back and sometimes in the front and were unable to tell us what "usually" happened. Thus 32% of mothers in car-owning families said that their children sometimes sat in the front of the car. The detailed answers are given in table 7.1. Children here refers to all children in the family, not just the 2-8 year olds and so the data has been left unweighted.

Those mothers who said that their children sometimes sat in the front of the car and sometimes in the back were asked for their reasons for both arrangements. Just over half of the 81% of informants who said that some or all of their children usually

Table 7.1 Reasons for the car seating arrangements used by different families

Reasons	% of mothers giving these reasons
	%
No particular reason for seating arrangements	10
Children sit in back because -	
It is safer in case of accident	43
They can't distract the driver so much	19
No doors in the back; they can't fall out	11
They can't play with the brake and other controls	10
Special safety seats/belts have been fitted in the back	6
They prefer it; they can look out of the rear windows	5
They have more room in the back; they can lie down	2
Children sit in front because -	
They prefer it	8
Special safety seats/belts have been fitted in the front	5
Easier to control them in the front	2
Other answers; question incorrectly answered	17
BASE - All mothers in car-owning families (unweighted)	1214

Note: Percentage does not add to 100 because some families gave more than one reason.

sat in the back of the car gave as their reason for doing so that they were safer there in case of accident. Of the other reasons given, many were also concerned with safety, though not directly with accidents. Except for the 5% who mentioned that there were safety belts or special seats for the children in the front of the car, none of the informants thought that the children would be safer in the front.

As expected, car ownership was very closely linked with social class and other demographic variables so no further analysis has been done of the car-seating question.

As pointed out in the introduction (page 9) the questionnaire used for mothers of children aged 2-4 years was a shorter version of that used for older children. There was, however, one question which was used only for the younger children. This dealt with the use of reins, a kind of harness which is fastened onto a child and has a long loop attached so that an adult has contact with the child but at the same time can allow him rather more freedom than would be possible if his hand was held. Of the 2-4 year olds in the sample, 57% were said by their mothers to have had some experience of reins. The proportion shows little variation with social class as is shown in table 7.2 below.

The only group who are less likely than the rest to use reins for their children are mothers belonging to social class V and here the difference is not statistically significant. There is thus

**Table 7.2** Proportion of children who have ever worn reins;  
analysed by their fathers' social-class

	Social class of father			
	I or II	III	IV	V
	%	%	%	%
Child wore reins at some time	58	58	58	54
Child has never worn reins	42	42	42	46
BASE - Children aged 2-4 whose fathers could be allocated to a social class (weighted)	100	100	100	100
	207	261	513	243

no consistent relationship between the two variables. This is surprising since reins are often thought to be associated with the middle- and upper-classes. There was no evidence that boys are more likely than girls to have worn reins, or vice versa. The mothers who had never used reins were asked whether there was any reason for this. It is often very difficult to discover people's reasons for not doing something and this was no exception. The answers indicated that most non-users had never really considered using reins.

Only 1 in 9 of the mothers who had ever used reins with the child whom we had selected for this survey were still using them at the time of the survey. The proportion was highly dependent on age, as would be expected. This is demonstrated in table 7.3.

**Table 7.3.** Proportion of children wearing reins analysed by the age of the child

	Age of child (in years)		
	2	3	4
	%	%	%
Child wears reins at present	22	3	1
Child wore reins at sometime in past but not at present	40	54	53
Child has never worn reins	38	43	46
BASES - All children (weighted)	100	100	100
	398	420	511

By their third birthdays almost all of the children who have at sometime worn reins have discarded them, indeed many children must have discarded their reins before their second birthdays. The reasons given by mothers for ceasing to use reins with the child in question were often in terms of age, 54% saying that they stopped using reins when the child was old enough and sensible enough to walk safely by himself. 20% said that the child himself did not like wearing the reins so they were discarded, and 13% had decided that it was safer for the child to hold its mother's hand or onto the handle of a pram or pushchair. A further 13% had found the reins to be a nuisance because the child swang on them or was always getting tangled up with dog-leads or other people.

### SUMMARY

Although 67% of mothers said that their children usually sat in the back of the family car, generally acknowledged to be the safest place, 32%, nearly a third, admitted that at least some of their children usually sat in front of the car. The reasons given for sitting in the back were mainly concerned with safety.

Over half of the children aged 2-4 years had worn reins at sometime, but the majority of them had stopped wearing them by their third birthdays.



## CHAPTER 8

### CROSSING ROADS

Elsewhere in this report mention has been made of the wide range of ages at which different children are first allowed to perform the same task. In this chapter we are concerned with one specific task, crossing roads.

Pilot work had shown that there was difficulty in asking a general question such as "Can X cross roads by himself?" because many mothers allowed their children to cross some roads but not other more dangerous roads and so were unable to give a single answer. On the other hand, the question "Can he cross any roads?" although easier to answer put on the mother the onus of deciding whether or not a small lane which might be some distance away should be classified as a road and this caused some confusion. The basic question was made even more specific for the main survey "Is X able to cross the road outside this house by himself?" but was followed with a subsidiary question to those who had said no "Is he able to cross any roads by himself?" As other questions in the interview and observations made by the interviewer were also related to the road immediately outside the house, comparisons can be made. 70% of all children aged 2-8 years were able to cross the road outside their homes. Only 5% were able to cross some roads but not the one outside their homes so making the question very specific does not involve re-classifying many children. (These children lived by very busy roads). The proportion of children who are able to cross the road is of course closely linked to their ages. This is shown in detail in table 8.1 and the figure which follows it.

As shown above, the proportion of children who can cross the road outside their homes increases steadily with age. By their ninth birthdays almost all children are able to cross the road by themselves but even amongst 2 year olds a quarter are already able to cross.

Other factors which might be expected to influence a mother's assessment of her child's ability to cross the road are the sex of the child, his position in the family and the busyness of the road in question. Analysis of these factors follows in tables 8.2, 8.4 and 8.5.

Table 8.1 Ability of children to cross the road outside their own homes by themselves analysed by age

Proportion of children in age group who -	Age of child (in years)						
	2	3	4	5	6	7	8
Are able to cross road outside homes	26*	48	64	77	86	90	97
Are not able to cross road outside homes	74	52	36	23	14	10	3
BASE - All children (weighted)	100 400	100 420	100 511	100 475	100 490	100 423	100 358

\*Further analysis shows that in the age group 2 yrs 0mths to 2yrs 5mths only 15% cross the road whereas 37% of the age group 2yrs 6mths to 2yrs 11mths cross. The 15% all live beside roads which their mothers do not consider to be busy.

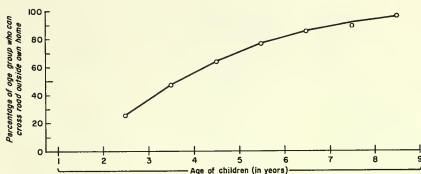
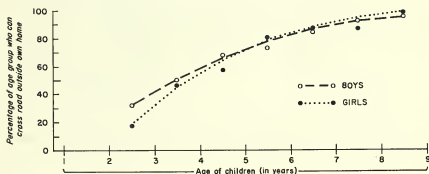


Table 8.2 Proportion of children who are able to cross the road outside their own homes by themselves analysed by age and sex

	Age of child (in years)						
	2	3	4	5	6	7	8
Boys	33% (198)	50% (212)	69% (261)	74% (246)	85% (267)	93% (225)	96% (200)
Girls	19% (202)	45% (208)	58% (250)	81% (229)	87% (223)	87% (198)	99% (158)

Note: Bracketted figures are the bases for each cell (weighted).



The curve for girls appears to be slightly steeper than that for boys, i.e. although amongst the youngest children boys are more likely than girls to be able to cross the road, this difference disappears as the children become older. On page 13 there was a similar result, that amongst the youngest children boys were more likely than girls to play in the street, and it seems likely that the two results are connected, that children who are able to cross the road are also allowed to play in the street or road.

Table 8.3 Ability of children to cross the road outside their own homes by themselves analysed by whether the child ever plays in the street

Proportion of children who -	Child plays in street (spontaneous answer)	Child plays in cul-de-sac (spontaneous answer)	Child plays in street (answer to direct question)	Child never plays in street
	%	%	%	%
Are able to cross road outside homes	89	85	85	44
Are not able to cross road outside homes	11	15	15	56
	100	100	100	100
BASE - All children (weighted)	1082	151	585	1227

Note: For some children we do not know whether or not they play in the streets. These children (equivalent to 32 when weighted) have been omitted from the table.

The proportion who are able to cross the road remains constant for all children who are said to play in the street, regardless of whether the street was mentioned spontaneously in answer to the question "Where does . . . usually play when the weather is fine?" or whether the street was mentioned as a playing-place only in answer to the direct question "Does . . . ever play in the street?" Of the children who at least sometimes play in the street, 13% are said by their mothers to be unable to cross the road outside their home (11% could not cross any road). This figure of 13% may be a minimum as, as has been previously noted on page 12, it is probable that some mothers who in fact allow their children to play in the street did not admit this in the interview and it is possible that amongst these were a disproportionate number of younger children who were not yet able to cross the road.

In table 2.11 on page 19 there was some indication that children with older brothers or sisters were marginally more likely to play in the street than were other children. The equivalent data for road-crossing is presented as table 8.4.

**Table 8.4** Proportion of children who are able to cross the road outside their own homes by themselves analysed by their ages and their positions in their families

	Age of child (in years)						
	2	3	4	5	6	7	8
Child is oldest of family (incl. only children)	26% (169)	42% (178)	60% (169)	81% (179)	83% (168)	92% (145)	98% (126)
Child has one or more older siblings	26% (231)	52% (242)	66% (342)	75% (296)	87% (322)	90% (278)	97% (232)

Note: Bracketted figures are the bases for each cell (weighted).

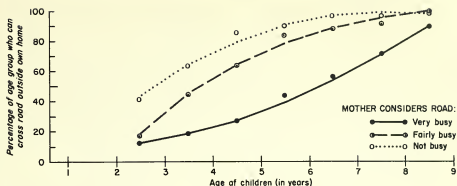
There is no consistent evidence from this table that children who have at least one older brother or sister are allowed to cross the road at an earlier age than are children with no older sibling.

2,017 mothers were interviewed in this survey. The sample was distributed throughout 250 electoral wards in England, Wales and Scotland so that the chances of two women living in the same street being included are rather remote though we have no direct check on this. For each child then, crossing the road outside his home represents a different problem than that which the other children face. However, because we have some information about the road in question we can group the children according to the amount of traffic on the road which we know that they can or cannot cross. It will be recalled that we have two measures of the busyness of the road, the mother's opinion and a traffic count made by the interviewer (see page 33). First the mother's own opinion on whether or not the road is busy.

**Table 8.5** Proportion of children who are able to cross the road outside their own homes by themselves analysed by their ages and the busyness of the road in question assessed by their mothers

Mothers who considered road to be -	Age of child (in years)						
	2	3	4	5	6	7	8
Very busy	13% (102)	19% (91)	27% (139)	44% (109)	57% (115)	72% (85)	90% (81)
Fairly busy	18% (138)	45% (133)	64% (145)	85% (159)	89% (160)	92% (136)	100% (98)
Not busy	42% (153)	64% (192)	86% (221)	91% (203)	98% (209)	98% (199)	99% (176)

Note: Bracketted figures are the bases for each cell (weighted). 15 mothers did not answer the question on busyness of road. When the figures are re-weighted this is equivalent to 33 children and these have been omitted from the table.



Even where their mothers considered the road to be very busy, 13% of 2 year olds were able to cross it on their own. The proportions crossing each type of road vary considerably but the difference between very busy roads and fairly busy roads is more marked than that between fairly busy and not busy roads.

Similar results are obtained if a traffic count is used instead of the mothers' assessments of the busyness of the road (see page 33).

Table 8.6 Proportion of children who are able to cross the road outside their own homes by themselves analysed by their ages and the number of cars passing the house during a 2-minute interval in the period 2-4 pm on a weekday

Number of vehicles in 2-minute interval	Age of child (in years)						
	2	3	4	5	6	7	8
21 or more	0% (6)	0% (2)	10% (10)	0% (8)	50% (4)	0% (1)	80% (5)
11 - 20	0% (14)	0% (9)	11% (18)	22% (18)	23% (13)	46% (11)	40% (5)
3 - 10	7% (60)	11% (55)	33% (84)	67% (63)	67% (67)	83% (75)	94% (59)
1 - 2	30% (83)	51% (91)	72% (79)	84% (80)	94% (120)	94% (103)	99% (88)
None	32% (105)	70% (122)	82% (130)	97% (128)	99% (128)	98% (120)	97% (97)

Note: Bracketted figures are the bases for each cell (weighted). This table contains only the subsample of children for whom the interviewer was able to complete a 2-minute traffic-count between the hours of 2 and 4 pm on a weekday (see page 34).

Although the bases for each cell are small, the pattern of the results is very clear and agrees with that in the previous table. By the age of eight, almost all children are said by their mothers to be able to cross the road outside their own homes, no matter how busy it is.

In addition to asking the question on road-crossing for the selected children we asked the same question for all the children aged 2-8 years living in the household. Then mothers were

asked, for each of the children who were able to cross, "At what age did you first allow . . . . to cross the road outside this house by himself?" and for each of the children who were unable to cross, "At what age will you allow . . . . to cross the road outside this house by himself?" In this way we obtained estimates of the ages at which children are first allowed to cross roads by themselves. This series of estimates cannot be used to calculate an accurate average age at which children cross for three reasons; firstly because for some children we have the age at which they *were* allowed to cross whilst for others we have a predicted age which may not be as accurate; secondly the period of recall or prediction varies from 0 to 7 years depending on the present age of the child and may be subject to different degrees of accuracy, e.g. if two children both crossed the road when they were  $2\frac{1}{2}$  years and one is now 3 and the other nearly 9, the mother of the second child will be remembering a time 7 years ago while the first child's mother will be remembering a time only 6 months ago; thirdly, and most importantly, the proportion of mothers who were able to answer the question is dependent on the present age of the child. The mother of a 2 year old child may be unable to give an age at which her child will be allowed to cross the road because it is so far into the future. Conversely the mother of an 8 year old may not be able to say when the child was first allowed to cross because they have lived in their present home for only two years and he was able to cross on the day they moved in. Thus we will have no information about the "early crossers" amongst the older children. Moreover, removing these families from the sample so that only children who had lived in their present homes since birth were included would bias the sample to an unknown extent.

However, the primary purpose of the question was to discover whether children in a family crossed the road at the same age or not and for this the information is adequate. The 2,613 children for whom we were able to establish either the age at which they were first allowed to cross the road or the age at which they would be allowed to cross were arranged in families thus: 1,150 children were in families where there was only one child aged 2-8 years, 1,026 were in families where there were two such children, 366 where there were 3 children, 60 where there were 4 children, 15 where there were 5 children and one family had 6 children aged 2-8 years. If each child is compared with each of his siblings, in a 2-child family 1 such comparison can be made, in a 3-child family 3 such comparisons etc. Thus the 2,613 children could be arranged in 1,014 pairings. Of these 1,014 pairs, in 275 both children were boys, in 248 both were girls and in 491 there were one boy and one girl. Taking first the single sex pairs; of the 275 pairs where both children were boys in 94 cases (34%) one child was allowed to cross at an earlier age than the other but in the other 66% both boys crossed at the same age. Similarly for girls, of the 248 pairs in

74 cases (30%) one child crossed at an earlier age than the other and in the other 70% both crossed at the same age. On the other hand, of the 491 mixed sex pairs, in 79 (16%) the boy crossed at an earlier age, in 80 (16%) the girl crossed at an earlier age, while in 68% both children at the same age. It seems that, within a family, the sex of the children plays no part in determining the age at which they will cross the road. There were slight differences shown in the table 8.2 but these may be due to only children or children in single sex families crossing at different ages from children in other families. The reasons given by mothers for letting one child cross at an earlier age than another do not show any particular pattern and seem to depend entirely on the personality of the individual children.

Although the sex of the child made little difference in this matter of road-crossing, his position in the family certainly did. Of the 1,014 pairs, in 243 (24%) a younger child was allowed to cross the road at an earlier age than his elder sibling,

Table 8.7 Mothers' reasons for allowing one child to cross at an earlier age than another, analysed by the relative positions in the family of the two children

Reasons for letting child A cross at an earlier age than child B	Child A crossed at an earlier age than child B	
	A is older than B	A is younger than B
	%	%
A was more sensible and careful in traffic than B was	4	5
A was more intelligent and generally more advanced than B was	1	5
A wanted to do the same things as the other children in the family, B did not	*	5
Other children (not necessarily siblings) were available to teach and watch A but not B	*	2
Mother was not as protective towards child A as towards child B	*	2
No particular reason	*	1
Other reasons, too varied to classify	3	5
Total, older child crossed at an earlier age	8	-
Total, younger child crossed at an earlier age	24	
Both children crossed at same age	68	
BASE - Number of pairs of children aged 2-8 years who learnt to cross the road whilst living in their present home (see text above)	1014	

\*Indicates less than 0.5% in this cell.

in only 84 (8%) was the elder of the children allowed to cross at an earlier age and in the remainder (68%) both children were first allowed to cross at the same age. The detailed reasons given for allowing one child to cross at an earlier age than another are presented as table 8.7.

In 5% of pairs of children the younger child crossed the road at an earlier age than his sibling because he was more sensible and careful in traffic; in 4% of pairs the elder child crossed earlier for a similar reason. In general the younger of a pair of children is more likely to have crossed at an earlier age than his elder sibling and the reasons given for his doing so are that he was more advanced for his age, he had other, older children to teach him to cross safely, he wanted to do the same things as the other children and his mother was less protective towards him than she was to her earlier born children.

#### SUMMARY

The age of the child and the busyness of the road are by far the most important factors in determining whether or not a particular child will be able to cross a particular road. The sex of the child and his position in his family play very small parts.

Where there are two children in a family it is most likely that both children will first cross the road when they attain the same age. If this is not the case, then the younger of the two will cross at an earlier age than the elder. The reasons given for this are varied, some being connected with the personality of the children concerned and some with their relative positions in the family.



**APPENDIX**

**THE QUESTIONNAIRES**



SS 450

CHILDREN AND ROAD SAFETY

Area number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Address number						
Interviewers name _____						
Household number						
number _____						
Total number of households at address						

Number of calls made to obtain household composition .....	<input type="text"/>
Total number of calls made to obtain interview (including those to obtain household composition) .....	<input type="text"/>

Result of interview	Full interview obtained .....	1
	No eligible children in household .....	2
	Refusal ) .....	3
	Non-contact ) ..... (give details below)	4

Schedules attached	None .....	1
	X .....	2
	Y .....	3

Household composition

COMPLETE ONLY FOR ELIGIBLE H'OLDS

Person number	Relationship to H.O.H.	Sex		Age last birthday	Marital status			Working status		
		M	F		M	S	W	Full-time	Part-time	Not working
1	H.O.H.	1	2		3	4	5	6	7	8
2		1	2		3	4	5	6	7	8
3		1	2		3	4	5	6	7	8
4		1	2		3	4	5	6	7	8
5		1	2		3	4	5	6	7	8
6		1	2		3	4	5	6	7	8
7		1	2		3	4	5	6	7	8
8		1	2		3	4	5	6	7	8
9		1	2		3	4	5	6	7	8
10		1	2		3	4	5	6	7	8

If household composition was obtained from someone who is not a member of the household, please explain below.

If no children aged 2-8 inclusive, end interview here, but complete page IV

Children aged 2 - 8 inclusive

Child letter	Person no. of mother (from PII)	Sex		Date of birth			Age	
		M	F	Day	Month	Year	2-4	5-8
A		1	2				X	Y
B		1	2				X	Y
C		1	2				X	Y
D		1	2				X	Y
E		1	2				X	Y
F		1	2				X	Y
G		1	2				X	Y
H		1	2				X	Y

Selected child is one whose birthday falls earliest in month, i.e. with lowest number in "day" column. Ring letter of selected child.

Christian name of selected child \_\_\_\_\_

To be completed by interviewer from observation

- A. Description of building which constitutes the address as it appears on the address list.

Whole house .....	1
Flat/maisonette in purpose built block ...	2
Flat/maisonette in converted house .....	3
Flat/maisonette above shop/office .....	4
Other ( <u>specify</u> ) .....	8

If this is a multi-household address

- B. Could you tell before contacting anyone at the address that this was a multi-household address?

D.N.A. (single household) .....	1
No ( <u>give reasons why not</u> ) .....	2
Yes ( <u>give details</u> ) .....	3 ask

- a) How many households did you think lived at the address (before you contacted anyone)?

Number ...

For all addresses

- C. Are there any other dwelling units with the same name or number as this address? (See instructions)

No .....	1
Yes ( <u>give details</u> ) .....	2

- D. Did you have any difficulties in finding or identifying the address?

No .....	1
Yes ( <u>give details</u> ) .....	2

## Schedule X

## Selected child aged 2-4 years

Interviewer's name \_\_\_\_\_ Area number 


  
 number \_\_\_\_\_ Address number 


  
 Household number 


Christian name of selected child \_\_\_\_\_ (X)

Date of birth 

--	--	--

 Sex Boy ..... 1  
 day month year Girl ..... 2

1. I'd like to start by talking about X. Does he go to school, to a nursery or a play-group?

Goes to school ..... 1 }  
 Goes to nursery ..... 2 } Ask a, b)  
 Goes to play-group ..... 3 }  
 None of these ..... 4

If yes (codes 1-3)

a) On how many days per week does he go to ..... ?  
 Number of days \_\_\_\_\_

b) How many hours does he spend at ..... on each day  
 he goes there?  
 Number of hours per day \_\_\_\_\_  
 Number varies (details below) 1

2. (When he is not at school, nursery or play-group) where does X usually play when the weather is fine?

In own garden ..... 1  
 In street, road ..... 2  
 In park or playground ..... 3  
 Other (specify) ..... 8  
 Other (specify) ..... 9

If outside own garden (codes 2, 3, 8 or 9)

- a) Does he have to cross any busy roads to get there?

(Int: ask a) for each place mentioned in Q. 2 and insert code number in box)

No. of place mentioned above	Crosses busy roads		
	Yes	No	D.N.
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3

3. If street not mentioned in Q.2

Does X ever play in the street?

Yes, sometimes ..... 1  
 No, never in street ..... 2

TO ALL

4. Have you got (In blocks of flats .. Is there) a garden or a yard, or any place for children to play outside?

None ..... 1  
 Garden (grass and/or beds) ..... 2  
 Yard (paved or concreted only) ..... 3  
 Other place (describe) ..... 8

If yes (codes 2, 3 or 4)

- a) Is it solely for your own use or do you have to share it with other people?

Own use ..... 1  
 Shared ..... 2



5. If X is playing away from the house (and garden/yard), do you worry about him at all?

Never plays away (SPONT.) ..	1
Yes, worries .....	2 ask a)
No .....	3 ask b)

If yes (code 2)

a) What do you worry about?

If no (code 3)

b) Is there any particular reason why you don't worry about him?

6. Is there anywhere (outside the house) where you don't like X to play?

Yes ..... 1 ask a-c  
 No ..... 2 } Q.7  
 Anywhere out of sight (SPONT.) ..... 3 }

If yes (code 3) ask a), then b) and c) for each place mentioned

	A	B
a) Where don't you like X to play?		
b) Why don't you like him to play there?		
c) Does he ever play there now, as far as you know?	Yes ..... 1 No ..... 2	Yes ..... 1 No ..... 2

6. (Continued ...)

	C	D
a) Where don't you like X to play?		
b) Why don't you like him to play there?		
c) Does he ever play there now, as far as you know?	Yes ..... 1 No ..... 2	Yes ..... 1 No ..... 2

7. Is X a child who is inclined to wander off, either on his own  
or with other children?

Yes ..... 1 ask a)  
No ..... 2

If yes (code 1)

- a) Does this worry you or don't you mind?

Worries inf... 3  
Doesn't mind . 4

8. Do ice-cream vans call in this area?

Yes ..... 1 ask a)  
No ..... 2 Go to Q.9

If ice-cream vans call (code 1)

a) Does X ever have ice-cream from the van? Yes ..... 3 ask b)  
No ..... 4 Go to Q.9

If X has ice-cream (code 3)

b) Is he able to go by himself to buy it, or does someone always take him?  
By himself ..... 5  
Always taken ..... 6 ask c)

If always taken (code 6)

c) Who takes him? Parent ..... 7  
Other adult ..... 8  
Other child(ren) ..... 9 ask i)  
Other (specify) ..... 0

i) How old is this child who takes him? .....

9. Is there a shop near enough to your house for X to go on his own to buy sweets and things?

Yes ..... 1 ask a)  
No ..... 2 ask c)

If yes (code 1)

a) Does he have to cross any roads to get to the shop?  
Yes ..... 3 ask b)  
No ..... 4

If crosses roads (code 3)

b) Would you describe any of these roads as busy?  
Yes ..... 5  
No ..... 6

If no (code 2)

c) How long would it take you on your own to walk to the nearest shop of this kind from here?  
..... mins.  
More than 30 mins. . 1

10. Does X go on errands or messages for you or for anyone else?

Yes ..... 1 ask a, b)  
No ..... 2

If yes (code 1)

a) Can you give me some examples of where he goes?

b) Does he have to cross any roads when he goes to any of these places?

Yes ..... 3 ask c)  
No ..... 4

If crosses roads (code 3)

c) Would you describe any of these roads as busy?

Yes ..... 5  
No ..... 6

11. Does X ever use scissors for anything, for example for cutting paper?

Yes, uses scissors. 1 ask a)  
No ..... 2

If uses scissors (code 1)

a) Are these blunt-ended or ordinary scissors?

Blunt-ended ..... 3  
Ordinary ..... 4

12. Have you ever used any kind of reins when you took X out walking?

Yes, has used reins ... 1 ask b)  
No ..... 2 ask a)

If no (code 2)

a) Is there any reason why you've never used reins  
with X?

No reason ..... 3  
Yes (specify) ..... 4

If yes (code 1)

b) Do you still use them?

Yes, still uses ..... 5  
No longer uses ..... 6 ask c,d)

If no longer uses (code 6)

c) How old was X when you stopped using them?

\_\_\_\_\_ yrs. \_\_\_\_\_ mts

d) Why did you stop using them?

X didn't like them .... 7 ask i)  
Other reason (specify). 8

If X didn't like them

i) Do you know why he didn't like them?

D.K. .... 9

13. Does X have a bicycle, a tricycle, a scooter, a go-cart or a pedal-car?

(Int: Bicycle includes 2-wheeler with stabilisers, tricycle includes all 3-wheelers.)

Has bicycle ..... 1 }  
 Has tricycle ..... 2 } Go to  
 Has scooter ..... 3 } Q.15  
 Has go-cart or pedal-car .. 4 }  
 Has none of these ..... 5

14. Does X have the regular use of a bicycle, a tricycle, a scooter, a go-cart or a pedal-car belonging to someone else?

Uses bicycle ..... 1  
 Uses tricycle ..... 2  
 Uses scooter ..... 3  
 Uses go-cart or pedal-car .. 4  
 Uses none of these ..... 5 Go to  
 Q.16

15. If X owns or has regular use of vehicle

a) Where does X ride the \_\_\_\_\_ ?

Does he ride it -

Ask each  
separately

In the garden .....  
 In a park .....  
 On the pavement .....  
 On quiet roads .....  
 On busy roads .....

Yes	No	D.K.
1	2	3
1	2	3
1	2	3
1 } Ask	2	3
1 } b)	2	3

If rides on roads

b) Has he been taught anything about riding a bicycle on the road?

Yes ..... 1 ask c)  
 No, D.K. ... 2

c) Who taught him?

16. Is X able to cross the road outside this house by himself?

Yes ..... 1  
No ..... 2 ask a)

If doesn't cross road outside house (code 2)

a) Is he able to cross any roads by himself?

Yes ..... 3  
No ..... 4 Go to  
Q.18

If crosses any roads by himself (codes 1 or 3 above)

17. Has X learned to cross roads from watching you and other people, or have you tried to teach him how to cross roads?

From watching ... 1  
Tried to teach .. 2 ask a-d)

If tried to teach (code 2)

a) What have you tried to teach him about crossing roads?

b) How did you teach him?

c) What made you decide to teach him this way?

d) Have you taught him to cross one or two particular roads or several different roads?

One or two ..... 1  
Several ..... 2  
Other answer (specify) 3

GO TO Q.19



18. ONLY FOR THOSE CHILDREN WHO CANNOT CROSS ROADS ALONE (Code 4 in Q.16)

Have you tried to teach X anything about crossing roads?

Yes ..... 1 ask a-c)

No ..... 2

If yes (code 1)

a) What have you tried to teach him about crossing roads?

b) How did you teach him?

c) What made you decide to teach him this way?

19. TO ALL

Is there anything (else) you have tried to teach X about road safety?

No ..... 1

Yes (specify) . 2

20. Has X ever had any instruction on road safety from anyone  
 else? If yes - Who from?

None, or none known .....	1
Father .....	2
Police at school .....	3
Other ( <u>specify</u> ) .....	8

21. Has X ever watched any programmes about road safety on TV?

Yes .....	1 ask a)
No .....	2

If yes (code 1)

a) Which ones has he watched?

D.K. ....	3
-----------	---

22. Have you ever heard of a club called the Tufty Club?

Yes .....	1
No .....	2 Go to Q.23

If yes (code 1)

a) How did you first hear about it?

D.K. ....	3
-----------	---

22. (Continued ...)

- b) Do you know what it does? If yes - What does it do? D.K. .... 1
- c) How do children become members of the Tufty Club? D.K. .... 1
- d) Have you ever seen any books about Tufty? Yes ..... 1 ask i,ii  
No, D.K. .... 2
- If yes (code 1)
- i) Have your children got any of these books, or have they ever had any of them? Yes ..... 3  
No, D.K. .... 4
- ii) Have you ever read any of the Tufty books? Yes ..... 5  
No, D.K. .... 6
- e) Is X a member of the Tufty Club or has he ever been a member? Yes, is member .... 1  
Yes, WAS member .... 2  
No, never a member . 3
- If other children in family
- f) Are any of your other children members of the club or have they ever been members? Yes, ARE (IS) members ..... 1  
Yes, WERE (WAS) members .... 2  
No, never members ..... 3

23. (Int: Check list of children from page II with informant, and list them below).

[illegible]

If there are any differences in age of letting the children cross the road, ask -

- i) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?
- ii) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?
- iii) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?

24. Does your family own or have the use of a car, a van, or any other motor vehicle?

No motor vehicle .....	1
Has car .....	2 ask a-d)
Has van .....	3 }ask
Has other vehicle (specify) .....	8 }a, b)

If has any vehicle (codes 2, 3 or 8)

a) Who drives it?

Husband .....	1
Wife .....	2
Other (specify) .....	8

b) (If self not mentioned)

Have you got a full driving licence?

Yes .....	1
No .....	2

(Int: Full is not provisional)

If has car (code 2 at main Q.)

c) If the children are in the car and the only adult is the driver, where do the children usually sit?

Back .....	1
Front .....	2
Some in front, some in back (specify) .....	3
Varies (give details) .....	4

d) Why do they sit there?

No particular reason .....	1
Reason (specify) .....	8

25. Have you or anyone in your family been hurt in a road accident at any time, as a pedestrian, on a bicycle or motor-cycle or in a car?

No ..... 1 Go to Q.26  
Yes ..... 2 ask a-f for each

a) What relation is he to you?	Self ..... 1 Other ( <u>specify</u> ) 2	Self ..... 1 Other ( <u>specify</u> ) 2
b) About how long ago was it?		
c) How old was he at the time?		
d) Was he seriously injured or not?	Seriously injured .... 1 Not seriously injured 2 Killed (SPONT.) ..... 3	Seriously injured .... 1 Not seriously injured 2 Killed (SPONT.) ..... 3
e) Was he walking, on a push-bike, on a scooter or motor-cycle or in a car?	Walking ..... 1 Push-bike ..... 2 Scooter, motor-cycle . 3 Car ..... 4 Other ( <u>specify</u> ) ..... 8	Walking ..... 1 Push-bike ..... 2 Scooter, motor-cycle . 3 Car ..... 4 Other ( <u>specify</u> ) ..... 8
f) Can you tell me how the accident occurred?		

26. Do you know of anyone who has been hurt in a road accident near here?  
(Apart from those you've just mentioned)

No ..... 1 Go to Q.27  
Yes ..... 2 Ask a-d for each

a) How well did you know this person at the time of the accident? Was it -	Running prompt	Very well ..... 1 Fairly well .... 2 or By sight only .. 3 None of these .. 4	Running prompt	Very well ..... 1 Fairly well .... 2 or By sight only.. 3 None of these.. 4
b) About how long ago was the accident?				
c) How old was he at the time of the accident?				
d) Was he seriously injured or not?		Seriously injured ..... 1 Not seriously injured.. 2 Killed (SPONT.) ..... 3		Seriously injured ..... 1 Not seriously injured.. 2 Killed (SPONT.) ..... 3

27. Have any of your children ever had any broken bones from any cause?

(Int: Include any mentioned previously)

No ..... 1 Go to Q.28  
Yes ..... 2 Ask a-d for each

a) Sex of child	Boy ... 1 Girl .. 2	Boy ... 1 Girl .. 2
b) About how long ago was it?		
c) How old was he at the time?		
d) How did it happen?		

28. How long have you and your family lived in this house (flat)?		
	Less than 1 year .....	0
	Number of years .....	_____
29. Before you moved to this house, did you live in an area which was more built-up, less built-up or about the same as this one?		
	Previous area MORE built-up .....	1
	Previous area LESS built-up .....	3
	About the same .....	2
30. Was X born in this town (village)?		
	Yes .....	1
	No .....	2 ask a)
<u>If no (code 2)</u>		
a)	Where was he born?	
	In U.K. ....	1
	Outside U.K. ( <u>give country</u> ) ....	8 ask b)
b)	How old was X when he came to this country?	
	_____ years old	
31. How would you describe the road outside this house?		
	Would you call it a busy road or not?	
	Yes, busy road .....	1 ask a)
	No .....	2 ask b)
<u>If busy road (code 1)</u>		
a)	It is very busy or only fairly busy?	
	Very busy .....	3 } ask b)
	Fairly busy .....	4 }
<u>TO ALL</u>		
b)	Is there anything else you'd like to say about this road?	



# 32. CLASSIFICATION

a) Complete box on page II of household schedule.

b) Occupation of Husband (describe fully)

Husband not in household 1

Industry of Husband (describe fully)

i) Self-employed or employee?

Self-employed ..... 1

Employee ..... 2

ii) If manager/superintendent or self-employed

D.N.A. Not manager (etc.) ..... A

No. of employees in establishment \_\_\_\_\_

c) Income of Husband (Standard)

Last week

(Per year)

Up to £7.10s. .... (Up to £390) ..... 1

Over £7.10s. to £10 ..... (Over £390 to £520) ..... 2

Over £10 to £12.10s. .... (Over £520 to £650) ..... 3

Over £12.10s. to £15 ..... (Over £650 to £780) ..... 4

Over £15 to £20 ..... (Over £780 to £1040) ..... 5

Over £20 to £25 ..... (Over £1040 to £1300) ..... 6

Over £25 to £30 ..... (Over £1300 to £1560) ..... 7

Over £30 ..... (Over £1560) ..... 8

D.K. .... 9

Refusal ..... 0

d) Age at which husband completed full-time education (in years) ....

e) Occupation of mother (describe fully)

D.N.A. (not working) ..... A

Industry of mother (describe fully)

f) Age at which mother completed full-time education (in years) .....  
" "

33. If mother working

What arrangements do you make for the children while you are at work?

34. Is there anything which you think the Ministry of Transport ought to do to make the roads safer for children?

TO BE CODED BY INTERVIEWER FROM OWN OBSERVATION ETC.

35. Date and day of week on which interview took place

Date \_\_\_\_\_ day \_\_\_\_\_

36. Duration of interview

Starting time \_\_\_\_\_ am/pm

Finishing time \_\_\_\_\_ am/pm

37. Any children present for half or more of interview?

None ..... 1

Selected child (X) present .... 2

Other children present ..... 3  
(give ages)

38. Any special circumstances about interview?

39. Cleanliness of house

Very clean, spotless ..... 1  
 Fairly clean, needs dusting etc. ... 2  
 Dirty, needs spring-clean ..... 3

40. Cleanliness of children

Very clean, spotless ..... 1  
 Fairly clean, end-of-day look ..... 2  
 Dirty, started day grubby ..... 3  
 Children not seen ..... 4

41. House, flat or maisonette?

House, bungalow ..... 1  
 Flat (give floor) ..... 2  
 Maisonette (give floors) ..... 3  
 Other (specify) ..... 8

Floor(s) \_\_\_\_\_

42. Access to road from house

(Int: In the case of flats this is the building in which flat is situated)

Front door opens onto pavement .... 1  
 Path with gate between house and road 2  
 Path without gate between house & road 3  
 Other (specify) ..... 8

43. Is there a pavement, path or verge immediately outside house/  
 garden?

Yes ..... 1  
 No ..... 2

44. Is there a speed-limit in force on road outside the  
 house?

None ..... 1  
 Limit of \_\_\_\_\_ mph

45. Description of road on weekday

Between 2-4 pm ..... 1.  
Between 10 am - 2 pm ..... 2  
Other (specify) ..... 8

a) Number of motor-vehicles (inc. scooters) past house in  
2 minutes (on same side of road) \_\_\_\_\_

b) In 2 minutes, did any vehicle pass at 30 mph or more?

Yes ..... 1

No ..... 2

c) Cars parked on house-side of road?

None ..... 1

Less than  $\frac{1}{4}$  full ..... 2

$\frac{1}{4}$  -  $\frac{3}{4}$  full ..... 3

More than  $\frac{3}{4}$  full ..... 4

Special circumstances

46. Width of road outside house

Dual carriageway ..... 1

3-lane road ..... 2

Single carriageway ..... 3 ask a)

a) Number of paces \_\_\_\_\_

47. Street in which house is situated

Modern houses on estate ..... 1

Modern houses not on estate ..... 2

Older houses, good condition ..... 3

Older houses, poor condition ..... 4

Other (specify) ..... 8

Schedule Y

Selected child aged 5-8 years

Interviewer's name \_\_\_\_\_ Area number 

--	--	--	--	--	--

  
 number \_\_\_\_\_ Address number 

--	--	--	--	--	--

  
 Household number 

--	--	--	--	--	--

Christian name of selected child \_\_\_\_\_ (X)

Date of birth 

--	--	--

  
 day month year

Sex Boy ..... 1  
 Girl ..... 2

1. I'd like to start by talking about X. Does he go to school?

Yes ..... 1 ask a)  
 No ..... 2 ask b)

If yes (code 1)

a) Does he go to school for 5 whole days per week or  
 only part-time?

Attends 5 whole days .. 3  
 Attends part-time ..... 4 Go to  
 (give details) Q.14

If no (code 2)

b) When will he start going to school?

Go to  
 Q.17

(Int: If interview on Tuesday - Saturday ask about "yesterday".  
 If interview on Monday before 6.0 p.m., ask about "Friday".  
 If interview on Monday at 6.0 p.m. or later, ask about "today".)

2. Did X go to school yesterday/on Friday/today?

- |   |   |                 |
|---|---|-----------------|
| Yes, went to school yesterday ....              | 1 | } Code<br>at b) |
| Yes, went to school on Friday ....              | 2 |                 |
| Yes, went to school today .....                 | 3 |                 |
| No (did not attend on last<br>school-day) ..... | 4 | ask a)          |

If no (code 4)

a) When did he last go to school? (Give day and date)  
 (not today)

Day ... \_\_\_\_\_  
 Date .. \_\_\_\_\_

Go to Q.14

If yes (code 1, 2, 3)

b) Interviewer please code Child's last complete  
 day at school (apart from today) was a -

- |                 |   |
|-----------------|---|
| Monday .....    | 1 |
| Tuesday .....   | 2 |
| Wednesday ..... | 3 |
| Thursday.....   | 4 |
| Friday .....    | 5 |

This is the day which you should refer to for Qs.3 - 12



3. How did X get to school yesterday/on Friday/this morning? Did he walk all the way or use some other form of transport?

Walked all the way ..... 1 ask c)  
Other form of transport .... 2 ask a)

If other form of transport (code 2)

a) What form of transport did he use?

Cycle ..... 3 ask b,c,d)  
Private car/van ..... 4 }  
School bus ..... 5 }  
Service bus ..... 6 {ask b)  
Train or tube ..... 7 {and c)  
Other (specify) ..... 8 }

b) Did he walk at all?

Yes ..... 1 ask c)  
No ..... 2

If walked at all

c) How long did he spend walking?

\_\_\_\_\_ mins.

If cycled at all

d) How long did he spend cycling?

\_\_\_\_\_ mins.

4. How long did it take X to get to school yesterday/on Friday/this morning (as far as you know)?

Less than 5 mins. .... 1  
5 - 9 mins. .... 2  
10 - 14 mins. .... 3  
15 - 29 mins. .... 4  
30 mins. or more ..... 5

5. (While he was walking or cycling) was he by himself or was there anyone with him on the way to school?

D.N.A. (no walking or cycling) .....	1	} Go to Q.6
By himself .....	2	
Accompanied .....	3	} ask a)
Accompanied part of way (SPONT.) .....	4	

If accompanied (codes 3 or 4)

a) Who was with him?

Mother .....	5	} Go to Q.6
Father .....	6	
Other adult (15 or over) ...	7	
Other child(ren) .....	8	ask b)

If accompanied by other children only (code 8 only)

b) How old is the oldest child who walked/cycled with X on his way to school yesterday/on Friday/today?

Age of oldest child (in years) .....

If this child is older than X ask i) and ii)

i) Did this child take care of X on the way to school?

Yes .....	1
No .....	2
D.K. ....	3

ii) Did this child walk/cycle all the way with X?

Yes .....	4
No .....	5
D.K. ....	6

6. At what time did X come out of school yesterday/on Friday/today?

Before 2.55 p.m. ....	1
2.55 - 3.09 .....	2
3.10 - 3.24 .....	3
3.25 - 3.39 .....	4
3.40 - 3.54 .....	5
3.55 - 4.09 .....	6
4.10 or later .....	7
D.K. ....	8

7. (As far as you know) did X come straight home from school  
yesterday/on Friday/today?

Yes ..... 1 ask c)  
No ..... 2 ask a)  
b); c)

If no (code 2)

a) Where did he go?

Park ..... 1  
Friend's house ..... 2  
Relative's house ..... 3  
Other (specify) ..... 8

b) How often does he go there straight from school?

Every day ..... 1  
4 times a week ..... 2  
3 times a week ..... 3  
Twice a week ..... 4  
Once a week ..... 5  
Less than once a week .. 6

TO ALL

c) (Apart from the days when he goes to \_\_\_\_ ) does X  
usually come straight home from school?

Yes ..... 1  
No ..... 2 ask d)

If no (code 2)

d) Where does he usually go?

Park ..... 1  
Friend's house ..... 2  
Relative's house ..... 3  
Other (specify) ..... 8

8. How did X come home from school (from \_\_\_\_\_) yesterday/on  
Friday/today? Did he walk all the way or use some other  
form of transport?

Walked all the way ..... 1 ask c)  
Other form of transport .... 2 ask a)

If other form of transport (code 2)

a) What form of transport did he use?

Cycle ..... 3 ask b,c,d)  
Private car/van ..... 4 }  
School bus ..... 5 }  
Service bus ..... 6 {ask b)  
Train or tube ..... 7 {and c)  
Other (specify) ..... 8 }

b) Did he walk at all?

Yes ..... 1  
No ..... 2

If walked at all

c) How long did he spend walking?

\_\_\_\_\_ mins.

If cycled at all

d) How long did he spend cycling?

\_\_\_\_\_ mins.

9. (While he was walking or cycling) was he by himself or was there anyone with him on the way home from school (from \_\_\_\_\_) yesterday/ on Friday/today?

Not yet home(Monday evening interview) 9

D.N.A. (no walking or cycling) ..... 1

By himself ..... 2

Accompanied ..... 3

Accompanied part of way (SPONT.) ..... 4

} ask a)

If accompanied (codes 3 or 4)

a) Who was with him?

Mother..... 5

Father ..... 6

Other adult (15 or over) ... 7

Other child(ren) ..... 8

ask b)

If accompanied by other children only (code 8 only)

b) How old is the oldest child who walked/cycled with X on his way home from school (from \_\_\_\_\_) yesterday/ on Friday/today?

Age of oldest child (in years) ..... \_\_\_\_\_

If this child is older than X ask i) and ii)

i) Did this child take care of X on the way home? Yes ..... 1

No ..... 2

D.K. .... 3

ii) Did this child walk/cycle all the way with X? Yes ..... 4

No ..... 5

D.K. .... 6

10. What time did X get home yesterday/ on Friday/today?

Before 2.45 p.m. .... 1

2.45 - 3.14 ..... 2

3.15 - 3.44 ..... 3

3.45 - 4.14 ..... 4

4.15 - 4.44 ..... 5

4.45 - 5.14 ..... 6

5.15 - 5.44 ..... 7

5.45 - 6.14 ..... 8

6.15 - 6.44 ..... 9

6.45 or later ..... 10

D.K. .... 11

11. Did he go outside the house (and garden) at any time after he got home yesterday?

Yes ..... 1  
No ..... 2 Go to Q.12

If yes (code 1)

a) Where did he go?

b) Did he go by himself or did anyone go with him?

By himself ... 3  
Accompanied .. 4 Ask 1)

If accompanied (code 4)

i) Who went with him?

Mother ..... 5  
Father ..... 6  
Other adult (15 or over) ... 7  
Other child(ren) ..... 8

c) Did he (they) have to cross any roads on the way there?

D.N.A. (door-to-door by car) 1  
Yes ..... 2 ask ii)  
No ..... 3

If yes (code 2)

ii) Would you describe any of these roads as "busy"?

Yes ..... 4  
No ..... 5

d) About how long would it take you on your own to walk there from here?

Number of minutes \_\_\_\_\_  
D.K. .... 1

12. Thinking of X's journeys to and from school yesterday/on Friday/  
today, did he cross any roads at all (while he was walking or  
cycling)?

Yes, crossed some roads .... 1 ask a,b,c)  
No ..... 2 Go to  
Q.13

If yes (code 1)

a) Taking both journeys, how many times did he cross a road  
altogether, that is on his way there and back?

No. of crossings ..... \_\_\_\_\_

b) How many of these crossings were over roads which you  
would describe as busy?

No. of busy crossings ..... \_\_\_\_\_

c) (As far as you know) is there someone to help him at  
all of these busy crossings?

Yes, all have help ..... 1

No, some have no help ..... 2

13. (For the part of his journey when he is walking or cycling)  
does X always go to school by the same route?

D.M.A. (door-to-door by car) 1 Go to  
Q.14

Yes ..... 2 ask a)

No ..... 3 ask b)

If yes (code 2)

a) Why does he go this way?

Only way possible ..... 1

Other reason (specify) ..... 8

If no (code 3)

b) Why does he sometimes go one way and sometimes another?

Q.14 and 15 TO ALL SCHOOL-CHILDREN INCLUDING PART-TIMERS

14. Where does X usually play after school when the weather is fine?

- In own garden ..... 1  
 In street, road ..... 2 }  
 In park or playground ..... 3 } ask a)  
 Other (specify) ..... 8 }  
 Other (specify) ..... 9 }

If outside own garden (codes 2, 3, 8 or 9)

a) Does he have to cross any busy roads to get there?

(Int: ask a) for each place mentioned in Q.14 and insert code number in box)

No. of place mentioned above	Crosses busy roads		
	Yes	No	D.K.
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3

15. And where does he usually play at weekends and during school holidays when the weather is fine?

- In own garden ..... 1  
 In street, road ..... 2 }  
 In park or playground ..... 3 } ask a)  
 Other (specify) ..... 8 }  
 Other (specify) ..... 9 }

If outside own garden (codes 2, 3, 8 or 9)

a) Does he have to cross any busy roads to get there?

(Int: ask a) for each place mentioned in Q.15 and insert code number in box)

No. of place mentioned above	Crosses busy roads		
	Yes	No	D.K.
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3

16. If street not mentioned in Q.14 and Q.15

Does X ever play in the street?

- Yes, sometimes ..... 1  
 No, never in street ..... 2



Q.17 and Q.18 ONLY TO PRE-SCHOOL CHILDREN

17. Where does X usually play when the weather is fine?

- In own garden ..... 1  
 In street, road ..... 2 }  
 In park or playground ..... 3 } ask a)  
 Other (specify) ..... 8  
 Other (specify) ..... 9 }

If outside own garden (codes 2, 3, 8 or 9)

a) Does he have to cross any busy roads to get there?

(Int: ask a) for each place mentioned in Q.17 and insert code number in box)

No. of place mentioned above	Crosses busy roads		
	Yes	No	D.K.
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3

18. If street not mentioned in Q.17

Does X ever play in the street?

- Yes, sometimes ..... 1  
 No, never in street ..... 2

TO ALL

19. Have you got (in blocks of flats .. Is there) a garden or a yard or any place for children to play outside?

- None ..... 1  
 Garden (grass and/or beds) ..... 2 }  
 Yard (paved or concreted only) ..... 3 } ask a)  
 Other place (describe) ..... 8 }

If yes (codes 2, 3 or 4)

a) Is it solely for your own use or do you have to share it with other people?

- Own use ..... 1  
 Shared ..... 2

20. If X is playing away from the house (and garden/yard), do you  
worry about him at all?

Never plays away (SPONT.)	1
Yes, worries .....	2 ask a)
No .....	3 ask b)

If yes (code 2)

a) What do you worry about?

If no (code 3)

b) Is there any particular reason why you don't worry about him?

21. Is there anywhere (outside the house) where you don't like X  
to play?

Yes ..... 1 ask a-c  
No ..... 2 } Go to  
Anywhere out of sight (SPOUT)..... 3 } Q.22

If yes (code 3) ask a), then b) and c) for each place mentioned

	A	B
a) Where don't you like X to play?		
b) Why don't you like him to play there?		
c) Does he ever play there now, as far as you know?	Yes ..... 1 No ..... 2	Yes ..... 1 No ..... 2

21. (Continued ...)

	C	D
a) Where don't you like X to play?		
b) Why don't you like him to play there?		
c) Does he ever play there now, as far as you know?	Yes ..... 1 No ..... 2	Yes ..... 1 No ..... 2

22. Is X a child who is inclined to wander off, either on his own or with other children?

Yes ..... 1 ask a)  
No ..... 2

If yes (code 1)

a) Does this worry you or don't you mind?

Worries inf... 3  
Doesn't mind 4

23. Do ice-cream vans call in this area?

Yes ..... 1 ask a)  
No ..... 2 Go to Q.24

If ice-cream vans call (code 1)

a) Does X ever have ice-cream from the van?

Yes ..... 3 ask b)  
No ..... 4 Go to Q.24

If X has ice-cream (code 3)

b) Is he able to go by himself to buy it, or does someone always take him?

By himself ..... 5  
Always taken ..... 6 ask c)

If always taken (code 6)

c) Who takes him?

Parent ..... 7  
Other adult ..... 8  
Other child(ren) ..... 9 ask i)  
Other (specify) ..... 0

1) How old is this child who takes him? .....

24. Is there a shop near enough to your house for X to go on his own to buy sweets and things?

Yes ..... 1 ask a)  
No ..... 2 ask c)

If yes (code 1)

a) Does he have to cross any roads to get to the shop?

Yes ..... 3 ask b)  
No ..... 4

If crosses roads (code 3)

b) Would you describe any of these roads as busy?

Yes ..... 5  
No ..... 6

If no (code 2)

c) How long would it take you on your own to walk to the nearest shop of this kind from here?

..... mins.  
More than 30 mins. 1

25. Does X go on errands or messages for you or for anyone else?

Yes ..... 1 ask a, b)  
No ..... 2

If yes (code 1)

a) Can you give me some examples of where he goes?

b) Does he have to cross any roads when he goes to any of these places?

Yes ..... 3 ask c)  
No ..... 4

If crosses roads (code 3)

c) Would you describe any of these roads as busy?

Yes ..... 5  
No ..... 6

26. Does X ever boil a kettle for any reason, for example to make tea?

Yes, boils kettle 1  
No ..... 2 ask a)

If no (code 2)

a) Would you let him boil a kettle if he wanted to?

Yes, would let him .... 3  
No ..... 4

27. Does X ever use scissors for anything, for example for cutting paper?

Yes, uses scissors .... 1 ask a)  
No ..... 2

If uses scissors (code 1)

a) Are these blunt-ended or ordinary scissors?

Blunt-ended ..... 3  
Ordinary ..... 4

28. Does X have a bicycle, a tricycle, a scooter, a go-cart or a pedal-car?

(Int: Bicycle includes 2-wheeler with stabilisers, tricycle includes all 3-wheelers)

Has bicycle ..... 1  
Has tricycle ..... 2  
Has scooter ..... 3  
Has go-cart or pedal-car ... 4  
Has none of these ..... 5

TO ALL

29. Can X ride a bicycle?

Yes ..... 1  
No, D.K. .... 2 Go to Q.32

If X can ride a bicycle but does not have his own (Qs. 28 and 29)

30. Does X have the regular use of someone else's bicycle?

D.N.A.; has own bike ..... 1  
Yes, has use ..... 2  
No ..... 3 Go to Q.32  
D.K. .... 4

If X has and rides own bicycle or has regular use of a bicycle

31. a) When X is sitting on the saddle of this bicycle, can he touch the ground with both feet at once?

Yes ..... 1  
No ..... 2  
D.K. .... 3

b) Where does he ride the bicycle?

Does he ride it -

Ask each separately

In the garden .....  
In a park .....  
On the pavement .....  
On quiet roads .....  
On busy roads .....

Yes	No	D.K.
1	2	3
1	2	3
1	2	3
1 <sub>ask</sub>	2	3
1 <sub>(s)</sub>	2	3

If rides on roads

c) Has he been taught anything about riding a bicycle on the road?

Yes ..... 1 ask d)  
No, D.K. .... 2

d) Who taught him?

32. Is X able to cross the road outside this house by himself?

Yes ..... 1  
No ..... 2 ask a)

If doesn't cross road outside house (code 2)

a) Is he able to cross any roads by himself?

Yes ..... 3  
No ..... 4 Go to  
Q.34

If crosses any roads by himself (codes 1 or 3 above)

33. Has X learned to cross roads from watching you and other people, or have you tried to teach him how to cross roads?

From watching .... 1  
Tried to teach ... 2 ask a-d)

If tried to teach (code 2)

a) What have you tried to teach him about crossing roads?

b) How did you teach him?

c) What made you decide to teach him this way?

d) Have you taught him to cross one or two particular roads or several different roads?

One or two ..... 1  
Several ..... 2  
Other answer (specify) 3

GO TO Q.35



34. ONLY FOR THOSE CHILDREN WHO CANNOT CROSS ROADS ALONE (Code 4 in Q.32)

Have you tried to teach X anything about crossing roads?

Yes ..... 1 ask a-c)

No ..... 2

If yes (code 1)

a) What have you tried to teach him about crossing roads?

b) How did you teach him?

c) What made you decide to teach him this way?

35. TO ALL

Is there anything (else) you have tried to teach X about road safety?

No ..... 1

Yes (specify) .... 2

36. Has X ever had any instruction on road safety from anyone  
 else? If yes - Who from?

None, or none known ..... 1  
 Father ..... 2  
 Police at school ..... 3  
 Other (specify) ..... 8

37. In your opinion, who should play the main part in the road safety  
 training of children between the ages of 5 and 11? Should it be-

The police ..... 1  
 Running The parents ..... 2  
 Prompt The school ..... 3  
or Someone else ..... 8

If someone else (code 8)  
 Who should it be?

38. Has X ever watched any programmes about road safety on TV?

Yes ..... 1 ask a)  
 No ..... 2

If yes (code 1)

a) Which ones has he watched?

D.K. .... 3

39. Have you ever heard of a club called the Tufty Club?

Yes ..... 1  
 No ..... 2 Go to  
 Q.40

If yes (code 1)

a) How did you first hear about it?

D.K. .... 3

39.(Continued ..)

b) Do you know what it does? <u>If yes</u> - What does it do?	D.K. ....	1
c) How do children become members of the Tufty Club?	D.K. ....	1
d) Have you ever seen any books about Tufty?	Yes .....	1 ack 1,11
	No, D.K. ....	2
<u>If yes (code 1)</u>		
i) Have your children got any of these books, or have they ever had any of them?	Yes .....	3
	No, D.K. ....	4
ii) Have you ever read any of the Tufty books?	Yes .....	5
	No, D.K. ....	6
e) Is X a member of the Tufty Club or has he ever been a member?	Yes, is member .....	1
	Yes, WAS member .....	2
	No, never a member ....	3
<u>If other children in family</u>		
f) Are any of your other children members of the club or have they ever been members?	Yes, ARE (IS) members .....	1
	Yes, WERE(WAS) members .....	2
	No, never members .....	3

40. (Int: Check list of children from page II with informant, and list them below).

Child	X	A	B	C	D	E
Age last birthday						
Sex	Boy 1 Girl 2	Boy 1 Girl 2	Boy 1 Girl 2	Boy 1 Girl 2	Boy 1 Girl 2	Boy 1 Girl 2
Is -- able to cross the road outside this house by himself?	Yes..1 No...2 (Check from Q32)	Yes..1 No...2	Yes..1 No...2	Yes..1 No...2	Yes..1 No...2	Yes..1 No...2
At what age did you first (will you) allow -- to cross the road outside this house by himself.	___ yrs ___ mths	___ yrs ___ mths	___ yrs ___ mths	___ yrs ___ mths	___ yrs ___ mths	___ yrs ___ mths

If there are any differences in age of letting the children cross the road, ask -

- i) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?
  
- ii) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?
  
- iii) So you (would) let -- cross at a younger age than you (would) let -- cross. Why is this?

41. Does your family own or have the use of a car, a van, or any other motor vehicle?

No motor vehicle .....	1 ask b)
Has car .....	2 ask a-d)
Has van .....	3 }ask
Has other vehicle ( <u>specify</u> ) .....	8 }a, b)

If has any vehicle (codes 2, 3 or 8)

a) Who drives it?

Husband .....	1
Wife .....	2
Other ( <u>specify</u> ) .....	8

b) Have you got a full driving licence?

Yes .....	1
No .....	2

(Int: Full is not provisional)

If has car (code 2 at main Q.)

c) If the children are in the car and the only adult is the driver, where do the children usually sit?

Back .....	1
Front .....	2
Some in front, some in back ( <u>specify</u> ) .....	3
Varies ( <u>give details</u> ) .....	4

d) Why do they sit there?

No particular reason .....	1
Reason ( <u>specify</u> ) .....	8

42. Have you or anyone in your family been hurt in a road accident at any time, as a pedestrian, on a bicycle or motor-cycle or in a car?

No ..... 1 Go to Q.43  
 Yes ..... 2 ask a-f for each

a) What relation is he to you?	Self ..... 1 Other ( <u>specify</u> ) 2	Self ..... 1 Other ( <u>specify</u> ) 2
b) About how long ago was it?		
c) How old was he at the time?		
d) Was he seriously injured or not?	Seriously injured .... 1 Not seriously injured 2 Killed (SPONT.) ..... 3	Seriously injured .... 1 Not seriously injured 2 Killed (SPONT.) ..... 3
e) Was he walking, on a push-bike, on a scooter or motor-cycle or in a car?	Walking ..... 1 Push-bike ..... 2 Scooter, motor-cycle . 3 Car ..... 4 Other ( <u>specify</u> ) ..... 8	Walking ..... 1 Push-bike ..... 2 Scooter, motor-cycle . 3 Car ..... 4 Other ( <u>specify</u> ) ..... 8
f) Can you tell me how the accident occurred?		

43. Do you know of anyone who has been hurt in a road accident near here?

(Apart from those you've just mentioned)

No ..... 1 Go to Q.44  
Yes ..... 2 Ask a-d for each

a) How well did you know this person at the time of the accident? Was it -	Running or Prompt { Very well ..... 1 Fairly well .... 2 By sight only .. 3 None of these .. 4	Running or Prompt { Very well ..... 1 Fairly well .... 2 By sight only .. 3 None of these .. 4
b) About how long ago was the accident?		
c) How old was he at the time of the accident?		
d) Was he seriously injured or not?	Seriously injured ... Not seriously injured Killed (SPONT.) .....	Seriously injured ... Not seriously injured Killed (SPONT.) .....

44. Have any of your children ever had any broken bones from any cause?

(Int: Include any mentioned previously)

No ..... 1 Go to Q.45  
Yes ..... 2 Ask a-d for each

a) Sex of child	Boy .... 1 Girl ... 2	Boy .... 1 Girl ... 2
b) About how long ago was it?		
c) How old was he at the time?		
d) How did it happen?		

45. How long have you and your family lived in this house (flat)?		
	Less than 1 year .....	0
	Number of years .....	_____
46. Before you moved to this house, did you live in an area which was more built-up, less built-up or about the same as this one?		
	Previous area MORE built-up .....	1
	Previous area LESS built-up .....	3
	About the same .....	2
47. Was X born in this town (village)?		
	Yes .....	1
	No .....	2 ask a)
<u>If no (code 2)</u>		
a) Where was he born?		
	In U.K. ....	1
	Outside U.K. ( <u>give country</u> )	3 ask b)
b) How old was X when he came to this country?		
	_____ years old	
48. How would you describe the road outside this house?		
Would you call it a busy road or not?		
	Yes, busy road .....	1 ask a)
	No .....	2 ask b)
<u>If busy road (code 1)</u>		
a) Is it very busy or only fairly busy?		
	Very busy .....	3 )
	Fairly busy .....	4 ) ask b)
<u>TO ALL</u>		
b) Is there anything else you'd like to say about this road?		



49. CLASSIFICATION

- a) Complete box on page II of household schedule.  
b) Occupation of Husband (describe fully)

Husband not in household ..... 1

Industry of Husband (describe fully)

- i) Self-employed or employee?

Self-employed ..... 1

Employee ..... 2

- ii) If manager/superintendent or self-employed

D.N.A. Not manager (etc.) .. 4

No. of employees in estab. ....

- c) Income of Husband (Standard)

<u>Last week</u>	<u>(Per year)</u>	
Up to £7.10s. ....	(Up to £390) .....	1
Over £7.10s. to £10 .....	(Over £390 to £520) .....	2
Over £10 to £12.10s. ....	(Over £520 to £650) .....	3
Over £12.10s. to £15 .....	(Over £650 to £780) .....	4
Over £15 to £20 .....	(Over £780 to £1040) .....	5
Over £20 to £25 .....	(Over £1040 to £1300) .....	6
Over £25 to £30 .....	(Over £1300 to £1560) .....	7
Over £30 .....	(Over £1560) .....	8
D.K. ....	.....	9
Refusal .....	.....	0

- d) Age at which husband completed full-time education (in years) .....

e) Occupation of mother (describe fully)

D.N.A. (not working) ..... A

Industry of mother (describe fully)

f) Age at which mother completed full-time education (in years) .....

50. If mother working and all children are 5 or over

Are you usually home from work by the time your children  
start coming out of school?

Yes ..... 1

No ..... 2 ask a)

If not home (code 2)

a) What do the children do till you come home?

51. If mother working and one or more children under 5

What arrangements do you make for the children while you are at work?

52. Is there anything which you think the Ministry of Transport ought to do to make the roads safer for children?

TO BE CODED BY INTERVIEWER FROM OWN OBSERVATION ETC.

53. Date and day of week on which interview took place

Date \_\_\_\_\_ day \_\_\_\_\_

54. Duration of interview

Starting time \_\_\_\_\_ am/pm

Finishing time \_\_\_\_\_ am/pm

55. Any children present for half or more of interview?

None ..... 1

Selected child (X) present ..... 2

Other children present ..... 3  
(give ages)

56. Any special circumstances about interview?

57.Cleanliness of house

Very clean, spotless ..... 1  
 Fairly clean, needs dusting etc. .... 2  
 Dirty, needs spring-clean ..... 3

58.Cleanliness of children

Very clean, spotless ..... 1  
 Fairly clean, end-of-day look ..... 2  
 Dirty, started day grubby ..... 3  
 Children not seen ..... 4

59.House, flat or maisonette?

House, bungalow ..... 1  
 Flat (give floor) ..... 2  
 Maisonette (give floors) ... 3  
 Other (specify) ..... 8

Floor(s) \_\_\_\_\_

60.Access to road from house

(Int: In the case of flats this is the building in which flat is situated)

Front door opens onto pavement ..... 1  
 Path with gate between house and road 2  
 Path without gate between house & road 3  
 Other (specify) ..... 8

61.Is there a pavement, path or verge immediately outside house/  
 garden?

Yes ..... 1  
 No ..... 2

62.Is there a speed-limit in force on road outside the  
 house?

None ..... 1  
 Limit of \_\_\_\_\_ mph

63. Description of road on weekday

Between 2-4 pm ..... 1  
Between 10 am - 2 pm ..... 2  
Other (specify) ..... 8

a) Number of motor-vehicles (inc. scooters) past house in  
2 minutes (on same side of road) \_\_\_\_\_

b) In 2 minutes, did any vehicle pass at 30 mph or more?

Yes ..... 1

No ..... 2

c) Cars parked on house-side of road?

None ..... 1

Less than  $\frac{1}{4}$  full ..... 2

$\frac{1}{4}$  -  $\frac{3}{4}$  full ..... 3

More than  $\frac{3}{4}$  full ..... 4

Special circumstances

64. Width of road outside house

Dual carriageway ..... 1

3-lane road ..... 2

Single carriageway ..... 3 ask a)

a) Number of paces \_\_\_\_\_

65. Street in which house is situated

Modern houses on estate ..... 1

Modern houses not on estate ..... 2

Older houses, good condition ..... 3

Older houses, poor condition ..... 4

Other (specify) ..... 8



SOUTHAMPTON UNIVERSITY LIBRARY

*Date of Issue*

1. L. L.  
Due 12/4/77  
no renewal

~~-4. APR 1978~~

~~-1. MAY 1978~~

SLC  
71/80



397



HER MAJESTY'S STATIONERY OFFICE

*Government Bookshops*

49 High Holborn, London WC1V 6HB  
13a Castle Street, Edinburgh EH2 3AR  
109 St Mary Street, Cardiff CF1 1JW  
Brazennose Street, Manchester M60 8AS  
50 Fairfax Street, Bristol BS1 3DE  
258 Broad Street, Birmingham B1 2HE  
80 Chichester Street, Belfast BT1 4JY

*Government publications are also available  
through booksellers*